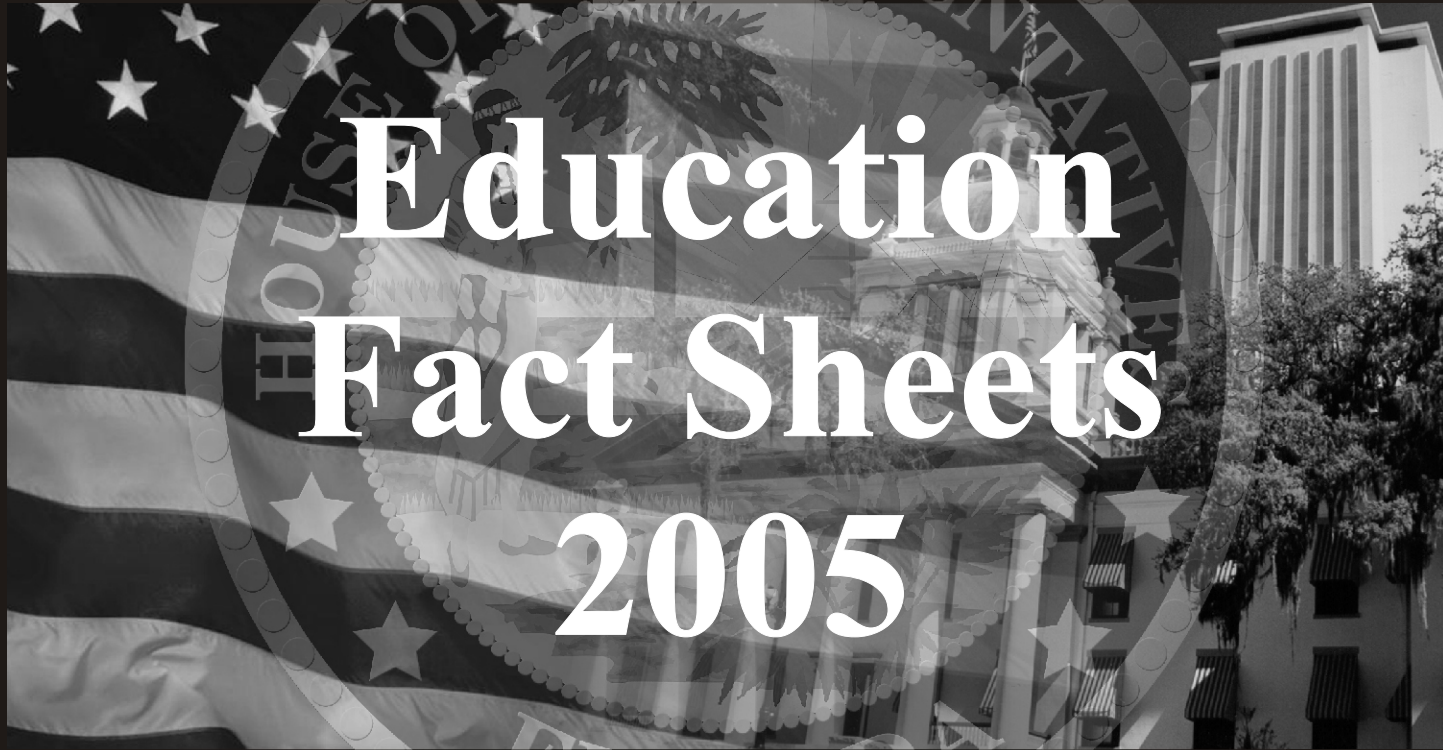


Florida House of Representatives

Allan Bense, Speaker

Education Council
Rep. Dennis Baxley, Chair



Education Fact Sheets 2005

Choice & Innovation Committee
Rep. John Stargel, Chair

Community Colleges & Workforce Committee
Rep. Pat Patterson, Chair

Colleges & Universities Committee
Rep. David Meador, Chair

PreK-12 Committee
Rep. "Ralph" Arza, Chair

Preface

The Education Fact Sheets reference frequently asked questions and are updated each year to provide the reader with current information. New fact sheets are added to reflect education issues that have been identified during the previous year.

Viewed as a whole, this document provides an overview of the complexity of Florida's education issues and programs. Viewed individually, each fact sheet provides information "in a nutshell" about a specific education issue or program, with guidance for how to get more detailed information.

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GENERAL

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Education Council

2005 Committee Oversight Powers and Responsibilities

Fact Sheet

January 2005

1. Do the committees in the Education Council oversee Florida's education system?	Yes. The committees that make up the Education Council have broad power to maintain a continuous review of the work of the Department of Education and the State Board of Education. The committees also have the authority to evaluate the performance of the K-20 education system.
2. Can the committees request reports and recommendations from the Department of Education and other education agencies?	Yes. Section 11.143, F.S., authorizes the committees to request reports concerning the operation of any state agency subject to its jurisdiction, including recommendations by the agency with regard to existing law or proposed education legislation.
3. Do the committees have subpoena power?	Yes. The committees may subpoena any person or compel the production of books, letters, or other documentary evidence, including confidential information.
4. Do the committees review agency rulemaking?	Yes, the committees' staff reviews proposed administrative rules in conjunction with the staff of the Joint Administrative Procedures Committee, which is primarily responsible for reviewing all administrative rules proposed under Chapter 120, F.S., on behalf of the Legislature.
5. What reports have the committees requested from the Department of Education or State Board of Education?	<p>The committees periodically request reports, statewide education data, bill analyses, and general information from the Department of Education.</p> <p>The Florida Statutes and Laws of Florida also often place report requirements on the Department of Education, State Board of Education, and other education-related entities. The Education Council maintains a list of these required reports. The list currently contains over 80 separate reports.</p>
6. What are the applicable statutes and rules?	Section 11.143, F.S. -- Standing or select committees; powers. Rule 7.30, Rules of the House of Representatives.
7. Where can I get additional information?	Florida House of Representatives Education Council (850) 488-7451



Education Council Education Overview

Fact Sheet

January 2005

1. How is the education system in Florida structured?	Florida has a K-20 (kindergarten through graduate school) education system.
2. What is Florida's system for providing public education?	Public education in Florida is provided by three delivery systems - school districts, community colleges, and state universities.
3. What is the State Board of Education (SBE)?	The SBE is a constitutional body that serves as the chief implementing and coordinating body of public education in Florida. It is comprised of seven individuals who are appointed by the Governor and confirmed by the Senate.
4. What is the role of the Commissioner of Education?	The Commissioner of Education serves as the SBE's primary liaison with all entities involved in the state's education system. The Commissioner of Education is an officer appointed by the SBE.
5. How are Florida's public schools governed?	The <i>Florida Constitution</i> provides for individual school districts governed by elected school boards. Each of Florida's 67 counties constitutes a separate school district. The school superintendent in each district may be elected or appointed based on a decision by local voters.
6. How many K-12 public schools are in Florida?	There are 3,776 public schools in Florida with approximately 2.5 million public school students.
7. How are Florida's community colleges governed?	Community colleges are political subdivisions of the state and are governed by local boards of trustees. Each community college board of trustees is vested with the responsibility to operate its community college and with the authority necessary for its proper operation and improvement in accordance with rules of the SBE. Community college boards vary in size from five to nine members. The trustees are appointed by the Governor and confirmed by the Senate.
8. How many community colleges exist in Florida?	There are 28 institutions designated as public community colleges in Florida. The community colleges and their respective districts include: <ul style="list-style-type: none"> • Brevard Community College (Brevard County) • Broward Community College (Broward County) • Central Florida Community College (Marion, Citrus, and Levy Counties) • Chipola College* (Jackson, Calhoun, Holmes, Liberty, and

	<p>Washington Counties)</p> <ul style="list-style-type: none"> • Daytona Beach Community College (Volusia, Flagler Counties) • Edison College (Lee, Charlotte, Collier, Glades, and Hendry Counties) • Florida Community College of Jacksonville (Duval, Nassau Counties) • Florida Keys Community College (Monroe County) • Gulf Coast Community College (Bay, Franklin, and Gulf Counties) • Hillsborough Community College (Hillsborough County) • Indian River Community College (St. Lucie, Indian River, Martin, and Okeechobee Counties) • Lake City Community College (Columbia, Baker, Dixie, Gilchrist, and Union Counties) • Lake-Sumter Community College (Lake, Sumter Counties) • Manatee Community College (Manatee, Sarasota Counties) • Miami-Dade College* (Miami-Dade County) • North Florida Community College (Madison, Hamilton, Jefferson, Lafayette, Suwannee, and Taylor Counties) • Okaloosa-Walton College (Okaloosa, Walton Counties) • Palm Beach Community College (Palm Beach County) • Pasco-Hernando Community College (Hernando, Pasco Counties) • Pensacola Junior College (Escambia, Santa Rosa Counties) • Polk Community College (Polk County) • St. Johns River Community College (Putnam, Clay, and St. Johns Counties) • St. Petersburg College* (Pinellas County) • Santa Fe Community College (Alachua, Bradford Counties) • Seminole Community College (Seminole County) • South Florida Community College (Highlands, DeSoto, and Hardee Counties) • Tallahassee Community College (Leon, Gadsen, and Wakulla Counties) • Valencia Community College (Orange, Osceola Counties) <p>*Note: The 2001 Legislature designated St. Petersburg Junior College as St. Petersburg College. The 2004 Legislature designated Chipola Junior College as Chipola College, Edison Community College as Edison College, Miami-Dade Community College as Miami-Dade College. and Okaloosa-Walton Community College as Okaloosa Walton College for purposes of granting Bachelor of Arts degrees.</p>
9. How are Florida's state	State universities are governed by a 17-member statewide board of governors composed of 14 members appointed by the

universities governed?	<p>Governor and confirmed by the Senate; the Commissioner of Education; a faculty representative; and a student representative. The board of governors is a constitutionally created body required to operate, regulate, control, and be fully responsible for all eleven state universities.</p> <p>In addition, each institution is administered by a 13-member board of trustees comprised of six members appointed by the Governor, five members appointed by the statewide board of governors, a faculty representative, and a student representative. Appointed members must be confirmed by the Senate.</p>
10. How many state universities exist in Florida?	<p>There are eleven institutions designated as state universities in Florida.</p> <ul style="list-style-type: none"> • University of Florida (UF) • Florida State University (FSU) • Florida Agricultural & Mechanical University (FAMU) • University of South Florida (USF) • Florida Atlantic University (FAU) • University of West Florida (UWF) • University of Central Florida (UCF) • University of North Florida (UNF) • Florida International University (FIU) • Florida Gulf Coast University (FGCU) • New College, a residential liberal arts honors college, located in Sarasota County
11. What are the applicable statutes and rules?	Chapter 1001, Florida Statutes
12. Where can I get additional information?	<p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council Education Funding

Fact Sheet

January 2005

1. Is the State the only entity that provides funds to support the education system?	No. While the State plays a key role in appropriating funds to support the education system, federal, local, private, and other sources also provide funding.
2. Does the State appropriate federal funds in order to support public schools?	Yes. For the 2004-2005 fiscal year, the State appropriated federal funds that equated to approximately 19% of all funds appropriated to public schools.
3. What types of state funding sources are available for public school appropriations?	For the 2004-2005 fiscal year, 76% of public school appropriations were comprised by general revenue funds, 19% from federal funds, 4% from the lottery and 1% from other trust funds.
4. What is the Florida Education Finance Program (FEFP)?	<p>The FEFP is the funding formula adopted by the Florida Legislature in 1973 to allocate funds appropriated by the Legislature to school districts for public school operations. The FEFP implements the constitutional requirement for a uniform system of free public education and is an allocation model based on individual student participation in educational programs. In order to ensure equalized funding, the FEFP is comprised of state and local funds and takes into account:</p> <ul style="list-style-type: none">• The local property tax base.• The costs of educational programs.• District costs of living.• Sparsity of student population. <p>(Refer to the Florida Education Finance Program Fact Sheet.)</p>
5. What types of local funding sources are available for public school operations?	<p>School districts must levy the required local property tax millage established by the Legislature in order to receive state funding. This required local effort (RLE) is calculated by levying the millage (5.472 mills) adjusted for local levels of assessment on each school district's ad valorem property.</p> <p>Additionally, school districts may levy the following discretionary non-voted millage rates: .51 mills and an additional .25 mills that generate an amount not to exceed \$50 per full-time equivalent student.</p>

<p>6. Are there any state capital outlay funds available to school districts?</p>	<p>Yes. School districts derive capital outlay funds from several state sources, including:</p> <ul style="list-style-type: none"> • Public Education Capital Outlay and Debt Service Trust Fund (PECO). • Capital Outlay and Debt Service Fund (CO&DS). • Special Facility Construction Account. • Classrooms First Lottery Bond Program. • Effort Index Grant Program. • School Infrastructure Thrift (SIT) Program. • Classroom for Kids Program <p>(Refer to the Educational Facilities Resources Fact Sheet.)</p>
<p>7. Are there any local capital outlay funds available to school districts?</p>	<p>Yes. School districts derive capital outlay funds from several local sources, including:</p> <ul style="list-style-type: none"> • Two mill money (non-voted). • Voted millage. • School Capital Outlay Surtax (voted 1/2 cent sales surtax). • Local government infrastructure surtax (voted). • Bond referendum (voted). • Impact fees. <p>(Refer to the Educational Facilities Resources Fact Sheet.)</p>
<p>8. What types of state funding sources are available for community college appropriations?</p>	<p>For the 2004-2005 fiscal year, community college appropriations were primarily comprised of 61% of general revenue funds and 39% of other funds.</p>
<p>9. How are community college appropriations derived?</p>	<p>For the 2004-2005 fiscal year, community college appropriations were derived as follows:</p> <ul style="list-style-type: none"> • 61% from community college program funds. • 32% from student fees. • 7% from lottery and other funds.
<p>10. Are there any capital outlay funds available to community colleges?</p>	<p>Yes. Community colleges derive capital outlay funds from the following state sources:</p> <ul style="list-style-type: none"> • Public Education Capital Outlay and Debt Service Trust Fund (PECO). • Capital Outlay and Debt Service Fund (CO&DS). • General Revenue Funds.
<p>11. What types of state funding sources are available for state university appropriations?</p>	<p>For the 2004-2005 fiscal year, state university appropriations were comprised of 64% general revenue funds, 28% student fees, 4% of lottery funds, and 4% of other trust funds.</p>

<p>12. In addition to state appropriations, are there other funding sources available to state universities?</p>	<p>Yes. The following funding sources may be available for state university operating purposes during the fiscal year:</p> <ul style="list-style-type: none"> • Contracts and grants. • Student activity & service fees. • Concessions. • Self-insurance funds. • State Appropriations. • Auxiliary enterprises. • Intercollegiate athletic fees. • Student financial aid fees. • Faculty practice plans .
<p>13. Are there any capital outlay funds available to state universities?</p>	<p>Yes. State universities derive capital outlay funds from the following sources:</p> <ul style="list-style-type: none"> • Public Education Capital Outlay and Debt Service Trust Fund (PECO). • General Revenue Funds. • Capital improvement fees. • State-matching private funds. • Other trust funds.
<p>14. What are the applicable statutes and rules?</p>	<p>Section 9(a)(2), Art. XII of the State Constitution - PECO. Section 9(d), Art. XII of the State Constitution -- CO&DS. Section 212.055(2), F.S. -- Local Government Infrastructure Surtax. Section 212.055(6), F.S. -- School Capital Outlay Surtax. Section 1009.23, F.S. -- Community College Student Fees. Section 1009.24, F.S. -- State University Student Fees. Sections 1010.40-1010.59, F.S. -- School District Bonds. Section 1011.62, F.S. -- FEFP Formula. Section 1011.71(2), F.S. -- Two Mill Money. Section 1011.73, F.S. -- District Millage Election. Section 1013.64(1), F.S. -- PECO (maintenance, repair, renovation). Section 1013.64(2)(a), F.S. -- Special Facility Construction Account. Section 1013.65, F.S. -- Allocation of PECO Funds. Section 1013.68, F.S. -- Classrooms First Program. Section 1013.735, F.S. -- Classrooms for Kids Program. Section 1013.737, F.S. -- The Class Size Reduction Lottery Revenue Bond Program.</p>
<p>15. Where can I get additional information?</p>	<p>Florida Department of Education Deputy Commissioner's Office (850) 245-0456 http://www.firn.edu/doe/</p>

	<p>State Board of Education (850) 245-9654 http://www.fldoe.org/</p> <p>Florida Board of Governors (850) 245-0466 http://www.fldoe.org/</p> <p>SMART Schools Clearinghouse (850) 245-9239 http://smartschools.state.fl.us</p> <p>Florida House of Representatives Fiscal Council (850) 488-6204</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>
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Education Council Florida Lottery

Fact Sheet

January 2005

1. What is the history of the Florida Lottery?	In 1986, voters amended Florida's Constitution to allow the State to operate lotteries. The 1987 Legislature enacted the Florida Public Education Lottery Act (Ch. 87-65, L.O.F.) to implement the constitutional amendment in a manner that enabled the people of the state to benefit from significant additional monies for education and also enabled the people of the state to play the best lottery games available.
2. What was the intent of the Legislature in enacting the Lottery Act?	Pursuant to s. 24.102(2), F.S., the intent of the Legislature is to use the net proceeds of the lottery games to support improvements in public education. The lottery proceeds are not to be used as a substitute for existing resources for public education.
3. How are lottery revenues distributed?	<p>Florida law requires that "as nearly as practical" 50% of the gross revenue from on-line lottery ticket sales and of the gross revenue from instant scratch-off lottery ticket sales be returned to the public in the form of prizes, or to retailers.</p> <p>At least 39% of the gross revenue from on-line lottery ticket sales, variable percentages of the gross revenue from instant scratch-off lottery ticket sales, and other earned revenue must be deposited in the Educational Enhancement Trust Fund to be used to benefit public education.</p> <p>Any remaining revenues from lottery ticket sales are used to pay the expenses of administering the lottery.</p>
4. What are specific dedicated uses of lottery funds?	<p>Lottery funds deposited in the Education Enhancement Trust Fund are primarily used for the following:</p> <p>Bright Futures Scholarship Program Bright Futures is a merit-based scholarship program designed to provide college scholarships to students who achieve certain academic levels. In 2004-05, \$276 million was appropriated to the Bright Futures Scholarship Program. (Refer to the Bright Futures Scholarship Program Fact Sheet.)</p> <p>Classrooms First Program A portion of lottery revenues is pledged to pay debt service on bonds issued by the state pursuant to the Classrooms First Program or the 1997 School Capital Outlay Bond Program. These funds are used for new construction of schools, maintenance or repair of schools, School Infrastructure</p>

	<p>Thrift (SIT) Program incentive funds, and Effort Index Grants. (Refer to the Educational Facilities Resources K-12 Fact Sheet.)</p> <p>Florida School Recognition Program The Florida School Recognition Program is designed to reward individual schools that sustain high performance or demonstrate exemplary improvement. Schools recognized by the program can receive rewards of up to \$100 per student. The 2004 Legislature appropriated \$263.5 million in order to fund the Florida School Recognition Program and for school district enhancement. The Department of Education reports that \$117 million was distributed to 1425 schools in 2004, and the districts were able to use the balance of \$146.3 million to enhance education. (Refer to the School Recognition Program Fact Sheet.)</p>
5. How much lottery prize money goes unclaimed each year?	<p>The lottery experiences \$30-\$40 million each year in unclaimed prizes. OPPAGA stated that the lottery used \$46 million in unclaimed prizes in the fiscal year 2000-01 to enhance scratch-off payouts and increase sales. The amount of unclaimed prizes accumulated each year is variable based on many factors. However, there is a consistent enough accumulation for the Department of the Lottery to use to enhance future game payouts.</p>
6. What happens to unclaimed lottery prizes?	<p>Florida law requires all unclaimed prize money to be added to the pool for future prizes or to be used for special promotions. The intent for this is to increase sales of lottery games and increase the total transfer to the Educational Enhancement Trust Fund (EETF). The Revenue Estimating Conference, OPPAGA, the House Committee on Business Regulation, and the Auditor General have endorsed this practice in the past. The Department of the Lottery claims to generate approximately \$2.60 in transfers to the EETF for each dollar of unclaimed prize money reinvested into the lottery games.</p>
7. Can all unclaimed prize money be used to enhance prize payouts?	<p>Recurring unclaimed prize money accumulations can safely be used to enhance prize payout percentages. However, infrequent large unclaimed prizes are difficult to use to enhance future games since they are only a one time influx of funds. In theory, the sales of a game with a prize payout enhanced by a one time unclaimed prize would be unsustainable after the unclaimed prize money was depleted.</p>
8. How are the remaining lottery funds in the Educational Enhancement Trust Fund used?	<p>The remaining lottery funds are apportioned among public schools, community colleges, and state universities. The House of Representatives has tried to maintain a policy of appropriating 70% of these funds to public schools, 15% to the Florida Community College System, and 15% to the State University System.</p>

<p>9. What are acceptable uses of lottery dollars?</p>	<p>Public educational programs and purposes funded by the Educational Enhancement Trust Fund may include, but are not limited to the following: endowment, scholarship, matching funds, direct grants, research and economic development related to education, salary enhancement, contracts with independent institutions to conduct programs consistent with the state master plan for postsecondary education, and other educational programs or purposes deemed desirable by the Legislature.</p>
<p>10. What are the applicable statutes and rules?</p>	<p>Chapter 24, F.S. -- Florida Lottery. Section 1008.36, F.S. -- Florida School Recognition Program. Sections 1009.53-1009.538, F.S. -- Bright Futures Scholarships. Section 1013.68, F.S. -- Classrooms First Program. Section 1013.70, F.S. -- 1997 School Capital Outlay Bond Program.</p>
<p>11. Where can I get additional information?</p>	<p>Florida Department of Education Deputy Commissioner's Office (850) 245-0456 www.firn.edu/doe/oef/lotteryprograms.htm</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



<p>1. What is the school readiness program?</p>	<p>The 1999 Legislature established the school readiness program (s.411.01, F.S.) for the state's economically disadvantaged and at-risk birth-to-kindergarten population. The program was substantially amended during the 2004 special session as part of the implementation of the Voluntary Prekindergarten Education Program (VPK). (Refer to the VPK Fact Sheet.) The program is designed to be an integrated, seamless service delivery system for all publicly funded school readiness and child care programs. The program is administered by the Office of Early Learning in the Agency for Workforce Innovation (AWI) through local early learning coalitions established at the county or regional level. The goal of the school readiness program is to enhance the progress of each child in the development of school readiness skills as measured by the standards and outcomes adopted by AWI, and the statewide kindergarten screening adopted by the Department of Education.</p>
<p>2. Who is eligible to participate in the school readiness program?</p>	<p>Priority for participation in the school readiness program must be given to children ages three years to school entry who are served by the Family Safety Program Office of the Department of Children and Family Services or a community-based lead agency and for whom child care is needed in order to minimize risk of further abuse, neglect, or abandonment. Other children who are eligible to participate in the school readiness program include:</p> <ul style="list-style-type: none">• Those who are at risk of welfare dependency, including economically disadvantaged children, children of parents in welfare transition programs, children of parents who are migrant farm workers, and children of teen parents.• Those who are from working families with incomes below 150% of federal poverty level.• Those for whom the state is paying a relative caregiver. <p>Local early learning coalitions may also establish priorities for participation by:</p> <ul style="list-style-type: none">• Children with disabilities who are not economically disadvantaged but are served in an exceptional student education program.• Children who are economically disadvantaged or disabled and served by a home visitor program.• Children of parents who are migrant farm workers but are

	not economically disadvantaged.
3. What is meant by "economically disadvantaged?"	An "economically disadvantaged" child is one whose family income is below 150% of the federal poverty level. Once in the program, an economically disadvantaged child may remain until kindergarten without regard to family income level, subject to adjustment to the family's co-payment on the sliding fee scale.
4. How does a child enroll in the school readiness program?	Parents enroll their children in the school readiness program by submitting their application to the local early learning coalition (See Question 6) through the coalition's "single point of entry" system (See Question 5). Contact information for each local coalition is available from AWI (See Question 14).
5. What is the "single point of entry system?"	The single point of entry system is an integrated information system that allows a parent to enroll his or her child in the school readiness program at various locations; may enroll by telephone or website; and uses a unified waiting list to track eligible children waiting for enrollment.
6. What is an "early learning coalition?"	Formerly called "school readiness coalitions," early learning coalitions administer both the preK and school readiness programs, under the guidance and administration of AWI. Providers and families work through their local coalitions to register to provide or receive services. The law permits 30 or fewer coalitions, each serving a minimum of 2,000 children
7. Who serves on the local early learning coalitions?	As prescribed in s.411.01(5)(a)2, F.S., local coalitions consist of 18 to 35 members, with more than 1/3 of the membership from the private sector. The Governor appoints the chair of the coalition. Neither the members nor their families may have a substantial financial interest in the early education and child care industry. Each member is subject to three sections of the Code of Ethics for public officers and employees.
8. What are AWI's responsibilities for the school readiness program?	AWI administers and monitors school readiness funds, plans, and policies; provides final approval and an annual review of coalitions and their plans; safeguards the effective use of resources to achieve the highest possible level of school readiness for the state's children; and develops and adopts performance standards and outcome measures for school readiness programs, which must be integrated with the standards for children in the VPK program.
9. What is the Early Learning Advisory Council?	The Early Learning Advisory Council submits recommendations to AWI and the Department of Education on the state's early learning policy, including the preK and school readiness programs. It is composed of the chair, appointed by the Governor; the chair of each early learning coalition; one member appointed by the President of the Senate; and one member appointed by the Speaker of the House of Representatives. The members appointed by the presiding officers of the Legislature must each have a background in

	early learning.
10. What is the local school readiness plan?	<p>Each coalition must implement a plan, approved by AWI that includes a comprehensive program of school readiness services that enhance the cognitive, social, and physical development of eligible children to achieve the performance standards and outcome measures specified by AWI. The local school readiness plan must provide for extended-day and extended-year services when needed and provide for a single point of entry and unified waiting list. The plan must include provisions for:</p> <ul style="list-style-type: none"> • Developmentally appropriate curricula. • Character development. • Age-appropriate assessment of each child's development. • Pretest upon entering and posttest upon leaving each program. • Appropriate staff-to-children ratios. • A healthy and safe environment. • A resource and referral network to assist informed parental choice. • Parental co-payment through a sliding fee scale. • Parental choice of settings and locations. • Trained instructional staff. • Eligibility priority for at-risk and economically disadvantaged children. • Payment rates developed by the coalition and approved by AWI. • Systems support and direct enhancement services. • Articles of incorporation and bylaws, if an established business entity. • Strategies to meet the needs of unique populations. • A contract with a fiscal agent if the coalition is not organized as a business entity.
11. What is the Early Learning Programs Estimating Conference?	<p>The Early Learning Programs Estimating Conference develops estimates and forecasts of the number of children eligible for school readiness programs and the VPK program. These estimates and forecasts are used to support the state planning, budgeting and appropriations processes.</p>
12. How are school readiness program funds allocated?	<p>The AWI administers school readiness program funds. Administrative costs must be kept to the minimum necessary for efficient and effective administration of the plan. The total administrative expenditures must not exceed 5% unless specifically waived by the Partnership.</p> <p>Funding is distributed as block grants to assist coalitions in integrating services and funding to develop a quality service delivery system. State funds appropriated for the school</p>

	readiness program may not be used for the construction of new facilities or the purchase of buses. All cost-savings and all revenues received through a mandatory sliding fee scale must be used to help fund the local school readiness program.
13. What are the applicable statutes and rules?	<p>Section 216.136(10), F.S. -- Early Learning Programs Estimating Conference.</p> <p>Section 411.01, F.S. -- School readiness programs; early learning coalitions.</p> <p>Section 411.011, F.S. -- Records of children in school readiness programs.</p> <p>Section 1002.69, F.S. -- Statewide kindergarten screening; kindergarten readiness rates.</p>
14. Where can I get additional information?	<p>Agency for Workforce Innovation Office of Early Learning (850) 922-4200</p> <p>Department of Children and Families Child Care Program Office (850) 488-4900</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

Early Learning - Voluntary Prekindergarten Education Program

Fact Sheet

January 2005

<p>1. What is the Voluntary Prekindergarten (VPK) Education Program?</p>	<p>In 2002, the electors of Florida approved Amendment No. 8 to the State Constitution, which required the Legislature to establish, by the 2005 school year, a new early childhood development and education program (i.e., prekindergarten program) for every 4-year-old child in the state. The amendment requires the program to be voluntary, high quality, free, and delivered according to professionally accepted standards. The 2004 Legislature created the Voluntary Prekindergarten Education Program which allows a parent to enroll his or her child in a voluntary, free prekindergarten (Pre-K) program offered during the year before the child is eligible for admission to kindergarten.</p>
<p>2. Who is eligible to enroll in the VPK program?</p>	<p>Each child living in the state who will have attained 4 years of age on or before September 1 of the school year is eligible for the Pre-K program during that school year. A child remains eligible until the beginning of the school year for which the child is eligible for admission to kindergarten in a public school (i.e., the child attains the age of 5 years on or before September 1 of the school year) or is admitted to kindergarten, whichever occurs first.</p> <p>Children may not attend the summer Pre-K program earlier than the summer immediately before the school year when the child is eligible for admission to kindergarten in a public school.</p>
<p>3. What choices do families have?</p>	<p>The bill allows the parent of each child eligible for the Pre-K program to choose among three distinct programs:</p> <ul style="list-style-type: none"> • School-year Pre-K program delivered by a private prekindergarten provider; • Summer Pre-K program delivered by a public school or private prekindergarten provider; or • School-year Pre-K program delivered by a public school, if offered by a school district that meets certain class-size reduction requirements.
<p>4. How are children enrolled in the VPK program?</p>	<p>Parents enrolling their children in the Pre-K program submit their application to the local early learning coalition (See Question 5) through the coalition's "single point of entry" system. Coalitions must coordinate with the school districts in developing procedures for enrolling children in school-based</p>

	Pre-K programs. Contact information for each local coalition is available from AWI (See Question 19).
5. What is an "early learning coalition?"	Formerly called "school readiness coalitions," early learning coalitions administer both the PreK and school readiness programs, under the guidance and administration of AWI. Early learning coalitions will be the single point of entry into the pre-K program. Providers and families will work through their local coalitions to register to provide or receive services. Coalitions are composed of at least 18 but not more than 35 members, with specific membership required by statute. More than one third of the members of each early learning coalition must be private-sector business members who do not have, and who do not have a relative that has, a substantial financial interest in the design or delivery of either the Pre-K or school readiness program.
6. How can families make informed choices?	Each early learning coalition must provide parents with a profile of each private prekindergarten provider and public school in a format prescribed by the Agency for Workforce Innovation (AWI). The profile must include the provider's or school's: <ul style="list-style-type: none"> • Services, curriculum, instructor credentials, and instructor-to-student ratio; and • Kindergarten readiness rate based upon the most recent available results of the statewide kindergarten screening.
7. What are the requirements for public school participation?	<p>School-year program: A public school may only offer the school-year Pre-K program if the school's district school board certifies that the school district:</p> <ul style="list-style-type: none"> • Is in compliance with the statutory schedules for class-size reduction; and • Has sufficient satisfactory educational facilities and capital outlay funds to achieve full compliance with the class-size reduction requirements. <p>The Commissioner of Education must certify to the State Board of Education that the Department of Education has reviewed the school district's educational facilities, capital outlay funds, and projected student enrollment, and agrees with the school district's certification of compliance with class size requirements.</p> <p>Each eligible school district may determine which public schools are eligible to deliver the school-year Pre-K program. To participate in the school-year program, each public school must register with the early learning coalition.</p> <p>Summer program: The summer Pre-K program delivered by</p>

	<p>public schools is administered at the district level by the school districts, who may determine which public schools are eligible to deliver the summer Pre-K program. School districts may limit the number of students admitted to the summer program in a particular public school but every school district must provide for the admission of every eligible student enrolling in the summer Pre-K program.</p>
<p>8. What are the requirements for private provider participation?</p>	<p>School-year program: To participate in the program, a private provider must register with the early learning coalition and must be a:</p> <ul style="list-style-type: none"> • Licensed child care facility; • Licensed family day care home; • Licensed large family child care home; • Nonpublic school exempt from licensure; or • Faith-based child care provider exempt from licensure. <p>In addition, a private prekindergarten provider must:</p> <ul style="list-style-type: none"> • Be accredited by an accrediting association that is a member of the National Council for Private School Accreditation, the Commission on International and Trans-Regional Accreditation, or the Florida Association of Academic Nonpublic Schools; • Hold a current Gold Seal Quality Care designation; or • Be licensed and demonstrate to the early learning coalition that the provider meets each of the statutory requirements of the Pre-K program. <p>Unlicensed family day care homes and informal child care providers are not eligible.</p> <p>Summer program: The summer Pre-K program delivered by private providers must be administered at the county or regional level by the early learning coalitions. Each private provider who chooses to offer the summer program must meet each requirement for delivering the school-year Pre-K program (see above).</p>
<p>9. What instructor credentials are required in the VPK program?</p>	<p>A public school or private provider must employ for each Pre-K class at least one instructor with the following credentials:</p> <ul style="list-style-type: none"> • A child development associate (CDA) credential issued by the National Credentialing Program of the Council for Professional Recognition; • A credential approved by the Department of Children and Family Services as being equivalent to or greater than the national CDA; or • One of the following: <ul style="list-style-type: none"> ➤ Bachelor's or higher degree in early childhood

	<p>education, prekindergarten or primary education, preschool education, or family and consumer science;</p> <ul style="list-style-type: none"> ➤ Bachelor's or higher degree in elementary education, if the instructor has been certified to teach children any age from birth through 6th grade, regardless of whether the educator certificate is current; ➤ Associate's or higher degree in child development; ➤ Associate's or higher degree in an unrelated field, at least 6 credit hours in early childhood education or child development, and at least 480 hours experience in teaching or providing child care services for children any age from birth through 8 years of age; or ➤ Educational credential approved by the Department of Education as being equivalent to or greater than any of these educational credentials. <p>Each instructor must also receive 5 hours of training in emergent literacy (See Question 10). Each instructor must be of good moral character and cannot be an instructor if he or she is ineligible to teach in a public school because his or her educator certificate is suspended or revoked. Each provider or school must conduct background screenings of each prekindergarten instructor. These screenings must be conducted before hiring an instructor and at least once every 5 years using level 2 screening standards, which entail fingerprinting, statewide criminal and juvenile records checks through the Florida Department of Law Enforcement, and federal criminal records checks through the Federal Bureau of Investigation. Each provider or school may not hire, and must terminate a prekindergarten instructor who has been found guilty of, regardless of adjudication, or entered a plea of nolo contendere or guilty to, any one of the 47 criminal offenses cited in s. 435.04(2), F.S.</p> <p>Recognizing the importance of instructors continuing to improve their skills and preparation through education and training, the statute also includes the following aspirational goals:</p> <p><i>By the 2010-2011 school year</i> (5 years after the scheduled beginning of the Pre-K program):</p> <ul style="list-style-type: none"> • Each Pre-K class will have at least one instructor who holds an associate's or higher degree in the field of early childhood education or child development; and • Each Pre-K class composed of 11 or more students, in addition to an instructor with an associate's or higher
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	<p>degree, will have a second instructor who has a child development associate (CDA) or state-approved equivalent credential.</p> <p><i>By the 2013-2014 school year</i> (8 years after the scheduled beginning of the Pre-K program):</p> <ul style="list-style-type: none"> Each Pre-K class will have at least one instructor who holds a bachelor's or higher degree in the field of early childhood education or child development.
10. What is emergent literacy, and why is it emphasized in this program?	<p>Before they start school, children need certain skills so they are ready to learn to read. Emergent literacy includes skills in:</p> <ul style="list-style-type: none"> Oral communication Knowledge of print and letters Phonemic and phonological awareness - knowing that every spoken word is a sequence of units of sound represented by letters; understanding letter-sound relationships in order to learn phonics and spelling Vocabulary and comprehension development
11. What are the instructor to child ratios in the VPK program?	<p>In the 540 -instructional-hour school-year program, classes will have a minimum of 4 and a maximum of 18 students. Each class will have at least one instructor who holds at least a child development associate (CDA) or equivalent state-approved credential and who completes a 5-clock-hour course in emergent literacy training. Classes with 11 or more students must have a second adult.</p> <p>In the 300-instructional-hour summer program, classes will have a minimum of 4 and a maximum of 10 students. Each class will have at least one Florida-certified teacher or an instructor who holds a bachelor's or higher degree in specified early learning degree programs.</p>
12. What are the curriculum requirements in the VPK program?	<p>Each private prekindergarten provider and public school may select or design its own curriculum, which must be developmentally appropriate and:</p> <ul style="list-style-type: none"> Designed to prepare a student for early literacy; Enhance the age-appropriate progress of students in attaining the DOE's adopted Pre-K performance standards; and Prepare students to be ready for kindergarten based upon the statewide kindergarten screening. <p>If a private prekindergarten provider or public school is placed on probation because the provider's or school's kindergarten readiness rate (i.e., percentage of the provider's or school's students assessed as ready for kindergarten) falls below the minimum satisfactory rate established by the State Board of</p>

	Education for 2 consecutive years, the provider or school must use a curriculum approved by the DOE. The bill requires DOE to maintain a list of approved curricula for these providers and schools on probation.
13. What is the accountability system for this program?	<p>Fiscal Accountability: AWI's Inspector General is responsible for overseeing the integrity of the program and compliance by the providers. Providers and local coalitions are held accountable through direct oversight from AWI, a single data base to track student enrollment, and monthly verification of attendance for funding purposes. Every month, each parent must certify that the child attended the pre-K provider and plans to stay with that provider. These certified attendance records can be audited, and must be kept by providers for at least 2 years. Early learning coalitions are subject to audits by the Auditor General, and every member of an early learning coalition is subject to ethics provisions related to:</p> <ul style="list-style-type: none"> • Standards of conduct • Employment of relatives • Voting conflicts, including abstaining when a voting conflict exists <p>Program Accountability: All providers must keep an accurate school profile and make the information available to parents. The profile includes information about the school, the curriculum, the qualifications of the teachers, and the overall performance of the students. The DOE will set performance standards, and will use results from the new kindergarten screening to annually set a required "readiness rate" for each provider. If a provider doesn't meet the readiness rate, the DOE becomes increasingly involved, from approving curriculum to probation to dismissal from the program.</p> <p>AWI must determine each provider's eligibility and fiscal soundness before parents may choose them. In addition, AWI may remove a provider or school which persistently fails to meet the kindergarten readiness rates or due to misconduct or other good cause.</p>
14. What agency will administer the VPK program?	The Department of Education governs standards, assessments, and curricula, while AWI governs the day-to-day operations of both the VPK program and the school readiness system. To achieve this, the Office of Early Learning is established within AWI. Early learning coalitions administer both Pre-K and School Readiness at the local level. AWI's oversight duties over the early learning coalitions include enrolling children, reporting attendance, providing payment to providers and schools, and monitoring providers and schools for compliance

	<p>with program requirements. AWI is also required to adopt a statewide system allowing for a single point of entry and a unified waiting list and birth-to-3-year-old standards for School Readiness which integrate into pre-K standards adopted by DOE.</p> <p>DOE will adopt performance standards defining what our 4-year-olds will learn, approve emergent literacy training courses and pre-K director credentials, and specify CDA credentials that qualify for articulation into college credit. DOE is responsible for the Statewide Kindergarten Screening. The screening must measure student performance on PreK standards and readiness for kindergarten. Each year the DOE will figure a readiness rate for each provider and school. The State Board of Education will periodically set the minimum satisfactory readiness rate. DOE will develop an approved curricula list that must be used by any provider or school that does not meet the State Board of Education's minimum satisfactory readiness rate.</p>
15. How does funding work?	<p>AWI will adopt payment procedures and a uniform attendance policy to be used only for funding purposes. Funds will be distributed each month to Early Learning Coalitions for monthly payments to providers and schools. Using estimates from the Early Learning Program Estimating Conference, each Early Learning Coalition will be advance funded based on projected attendance. Once school begins, parents will certify attendance each month for the prior month. Funds will be reconciled based on actual attendance.</p> <p>A base student allocation will be set annually in the general appropriations act. Each county's allocation will be calculated by multiplying the number of FTE times the base student allocation times the district cost differential.</p>
16. Are there required fees?	<p>No. A provider or school cannot require any additional fees, and cannot require a child to pay for any extra services as a condition of enrolling.</p>
17. Is transportation provided?	<p>The constitutional amendment does not require transportation, and the law does not provide funding for transportation. However, the law specifically allows a school or provider to use some of their PreK funds to provide transportation. Many schools already provide transportation as part of their programs, and each school board and superintendent will decide whether to allow 4 year olds in public school programs to ride the school bus. Economically disadvantaged children participating in school readiness programs will still be eligible for the services they currently receive which may include</p>

	transportation assistance. By including private, faith-based, and public school providers the chances are greatly increased that there will be a provider in a location that will be convenient to parents.
18. What are the applicable statutes and rules?	Part V of Chapter 1002, Florida Statutes, is entitled "Voluntary Prekindergarten Education Program" and consists of the following sections of the Florida Statutes: 1002.51, 1002.53, 1002.55, 1002.57, 1002.59, 1002.61, 1002.63, 1002.65, 1002.67, 1002.69, 1002.71, 1002.73, 1002.75, 1002.77, and 1002.79. Other applicable sections include 11.45, 20.50, 125.901, 216.133, 216.136, 402.3016, 411.01, 411.011, 411.226, 411.227, 1001.23, 1002.22, 1003.54, and 1007.23, Florida Statutes.
19. Where can I get additional information?	<p>Florida Department of Education Office of Voluntary Prekindergarten Education (850) 245-0509</p> <p>Agency for Workforce Innovation Office of Early Learning (850) 922-4200</p> <p>Department of Children and Families Child Care Program Office (850) 488-4900</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

Council for Education Policy Research and Improvement

Fact Sheet

January 2005

1. What is the Council for Education Policy Research and Improvement?	The Council for Education Policy Research and Improvement (CEPRI) serves as a citizen board for independent policy research and analysis. CEPRI was created by the 2001 Legislature to conduct and review education research, provide independent analysis on education progress, and provide independent evaluation of education issues of statewide concern.
2. Who are the members of the Council?	CEPRI is composed of five members appointed by the Governor, two members appointed by the Speaker of the House of Representatives, and two members appointed by the President of the Senate. Each member serves a 6-year term. Members may not include elected officials or employees of public or independent education entities.
3. What are the specific duties and powers of the Council?	<p>CEPRI must:</p> <ul style="list-style-type: none"> • Provide state policymakers, educators, and the public with objective and timely information concerning the K-20 education system. • Explore national and state emerging educational issues and examine how these issues should be addressed by education institutions in Florida. • Prepare and submit to the State Board of Education (SBE) a long-range master plan for education and update the plan at least every five years. • Prepare and submit for approval by the SBE a long-range performance plan for K-20 education in Florida, and annually review and recommend improvement in the implementation of the plan. • Annually report on the progress of public schools and postsecondary education institutions toward meeting statutorily-defined educational goals and standards. • Recommend to the Legislature and the SBE new initiatives, revisions, legislation, and rules for the educational accountability system. • Evaluate issues pertaining to student learning gains. • Review and make recommendations regarding the activities of research centers and institutes supported with state funds. • Apply for and receive grants for the study of K-20 education system improvement consistent with its

Council for Education Policy Research and Improvement

	<p>responsibility.</p> <ul style="list-style-type: none">• Assist the SBE in the conduct of its educational responsibilities in such capacities as the board considers appropriate.
4. What are the applicable statutes and rules?	Section 1008.51, F.S. -- Council for Education Policy Research and Improvement
5. Where can I get additional information?	<p>Council for Education Policy Research and Improvement (850) 488-7894 www.cepri.state.fl.us</p> <p>Florida House of Representatives Education Council (488-7451)</p>

PUBLIC SCHOOLS

PUBLIC SCHOOLS

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PUBLIC SCHOOLS
General



Education Council

School Age Attendance Requirements

Fact Sheet

January 2005

1. Between what ages are Florida children required to attend school?	Children between 6 and 16 years of age must regularly attend school in accordance with Florida law. A child must start school if he or she is or will be age 6 by February 1 of the school year. A child is not subject to compulsory school attendance upon attaining age 16 and filing a formal declaration, signed by the parent, of intent to terminate school enrollment with the district school board.
2. What are the age requirements for kindergarten attendance?	Children must have attained age 5 years on or before September 1 of the school year in order to be eligible for admission to public kindergartens during that school year under rules adopted by the district school board. There is no compulsory attendance requirement for such children.
3. How may school attendance be achieved?	Regular attendance can be achieved through attendance in a public school; parochial, religious, or denominational school; private school; home education program; or private tutoring program. (Refer to the School Choice and Truancy Fact Sheets.)
4. Are there any exceptions for the 6 - 16 years of age attendance requirement?	<p>Yes. There are several exceptions to the 6-16 years of age attendance requirement:</p> <ul style="list-style-type: none">• A parent may request and be granted permission for the absence of a student from school for religious instruction and religious holidays, according to the school board policy.• Certificates of exemption are authorized in certain circumstances. These certificates, issued by the superintendent pursuant to district school board rule, are valid for one year.• Children with disabilities who are at least three years old are eligible for admission to public special education programs and related services.• If a child moves from another state and does not meet the age requirements for entrance into Florida schools, the student is allowed to enter school provided that the student meets the age requirements of the state from which he or she has moved.• The Manatee County School Board was required by the 1999 Legislature to implement a pilot project to raise the compulsory age of attendance from 16 to 18. The school

	board was required to evaluate the impact of the pilot project on the school district's attendance and dropout rate, as well as associated costs (See Question 5).
5. What information was learned from the evaluation of the Manatee County School District Board compulsory attendance pilot project?	<p>A report evaluating the pilot project was submitted to the Legislature by the Manatee County District School Board in July 2001. The report documented the following:</p> <ul style="list-style-type: none"> • School attendance rates: Longitudinal district high school attendance rates increased from 91.8% in 1998-99 to 93.8% in 2000-01. • Dropout rates: Dropout rates decreased from 7.4% in 1998-99 to 3% in 2000-01. • Graduation rates: The district high school graduation rate increased from 56.2% in 1998-99 to 68.9% in 2000-01. • Costs: Funds were expended to establish the following initiatives: <ol style="list-style-type: none"> 1. Collaborative efforts between the school district, local law enforcement agencies, and the judiciary. 2. Additional staff (attendance officer, support staff, school social worker, school resource officers). 3. Truancy Intervention Programs Sweeps (TIPS). 4. Dropout Prevention/Alternative Education Programs. <p>Many of the costs were covered through Supplemental Academic Instruction and Safe School Categorical funds for alternative education programs. Other costs were paid from federal grants.</p> <p>The report concludes that increasing the age of compulsory school attendance from 16 to 18 does not, standing alone, result in success for those students who would have otherwise dropped out. Unless the needs of the at-risk students, who have traditionally dropped out of school prior to graduation, are also addressed, the report concludes that increasing the age of compulsory attendance will not help the students, the schools, or the community; will only serve to increase truancy and juvenile crime; and will create an atmosphere in the schools which will interfere with instruction and jeopardize the safety of students who want to learn. The report concludes that success comes from a comprehensive and collaborative effort to ensure that at-risk students are not only registered in school, but attend classes on a regular basis; receive appropriate support services; and are provided with early intervention for academic and social-emotional problems.</p>

<p>6. What are the applicable statutes and rules?</p>	<p>Section 1002.20(2) -- Compulsory school attendance. Section 1003.01(13), F.S. -- Regular school attendance. Section 1003.21, F.S. -- School attendance. Section 1003.23, F.S. -- Attendance records and reports. Section 1003.53, F.S. -- Dropout prevention and academic intervention. Section 1003.61, F.S. -- Manatee pilot project.</p> <p>Rule 6A-1.0985, F.A.C. -- Entry into kindergarten and first grade by out-of-state transfer students.</p> <p>Rule 6A-1.09514, F.A.C. -- Excused absences for religious instruction or holidays.</p>
<p>7. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of Exceptional Education and Student Services (850) 245-0475</p> <p>Florida Department of Education Division of Public Schools Memorandum 98-131 A Technical Assistance Paper on School Attendance, April 8, 1998</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council Class Size

Fact Sheet

January 2005

1. What requirements for class size reduction were mandated by Florida voters in the 2002 General Election?

In the 2002 general election, Florida voters passed an amendment to section 1, article IX of the Florida Constitution. The amendment requires the Legislature to make adequate provision to ensure that, by the beginning of the 2010 school year, there are sufficient number of core curricula classrooms to reduce class size as follows:

Grade	Maximum No. Students
Pre-K thru Grade 3	18
Grade 4 thru Grade 8	22
Grade 9 thru Grade 12	25

The amendment expressly excludes extracurricular courses from the class size reduction mandates.

In 2003, the Legislature enacted section 1003.03, F.S., to implement the constitutional amendment mandating class size reduction in grades K-12. In accordance with the amendment, the legislation requires the districts to reduce the average number of students per classroom in each of the three grade groupings by a minimum of two students per year beginning in fiscal year 2003-2004. The minimum two students per year reduction in each grade grouping must continue each year until the constitutional class size maximums are achieved. The legislation also provides the Commissioner of Education with enforcement authority to ensure that the districts make appropriate efforts to comply with the class size reduction mandates. The legislation directs the Commissioner to measure district efforts to reduce class size in each of the three grade groupings as follows:

- Through fiscal year (FY) 2005-2006, the minimum two students per year reduction is calculated at the *district* level.
- In FYs 2006-2007 and 2007-2008, the minimum two students per year reduction is calculated at the *school* level.
- In FY 2008-2009, and thereafter, the minimum two students per year reduction is calculated at the *classroom* level.

2. What was Florida's policy

Even prior to the 2002 constitutional amendment mandating

<p>regarding class size reduction before the constitutional amendment?</p>	<p>class size reduction, legislative efforts were undertaken to reduce class size. The legislative focus was on class size reduction in the lower grades where scientific research indicated such efforts were most likely to produce gains in student achievement (See Question 7).</p> <p>In 1998, legislation passed which allowed one teacher to be used to meet what was then a goal of achieving a 1 to 20 teacher-student ratio in grades K through 3. The legislation also provided that if districts had a critically low-performing school (i.e., a school graded "D" or "F"), the required ratio was one teacher to 15 students. Additionally, for the purposes of receiving funding from the state budget, districts were required to give first priority to reduce class size to identified "D" and "F" schools; second priority to kindergarten and grade 1; third priority to grades 2 and 3.</p>
<p>3. How much funding has the state provided for class size reduction?</p>	<p>Money to reduce class sizes in the earliest grades was earmarked in the state budget between 1995 and 1998. The 1995 appropriation was \$40 million. In each of the next two years, the Legislature designated \$100 million statewide for class size reduction.</p> <p>In FY 1999-2000, the Legislature appropriated \$100 million in capital outlay funds for class size reduction and created a Supplemental Academic Instruction Categorical providing districts with \$527 million that could be used in a variety of ways to improve student performance, including class size reduction.</p> <p>In FY 2000-2001 and FY 2001-2002, the Legislature appropriated \$56,190,521 for class size reduction from federal money. The Legislature also provided the Department of Education with grant money to the Institute for School Innovation to continue a research study to determine the effect of class size on academic achievement in reading, writing, and mathematics. In these same years, the Legislature provided more than \$1.3 billion in the Supplemental Academic Instruction Categorical to assist students in gaining a year's worth of knowledge in a year's time. Districts could choose to use their portion of these funds in a variety of ways, including, but not limited to: modified curriculum, reading instruction, tutoring, after school instruction, mentoring, extension of school year, intensive skills development in summer school, and class size reduction.</p>

	<p>In FY 2003- 2004, in order to implement the constitutional amendment to reduce class size, the class size reduction operation categorical was established (s. 1011.685, F.S.). Funds appropriated in this categorical must be used to meet statutory class size reduction requirements; excess funds may be used for any lawful operating expenditure with a priority placed on increasing teacher salaries and implementing the teacher salary career ladder (s. 1012.231, F.S.). That same year the Legislature appropriated \$468,198,634 for operating purposes to reduce by the statewide district class size average by a minimum of two students per year in core curricula classes. The Legislature provided bonding authority for \$570 million to fund classroom construction and further assist in reducing class size. Finally, another \$30 million was appropriated to reward districts for past local efforts - such as $\frac{1}{2}$ cent sales tax, local government infrastructure tax, and voted millage - to fund construction.</p> <p>In FY 2004-2005, the Legislature appropriated \$978.8 million to fund operating costs for class size reduction. This figure includes \$468.2 million to maintain 2003-2004 requirements and \$510.6 million to meet 2004-2005 requirements. In addition, \$100 million was appropriated in a categorical to pay for facilities to reduce class size.</p>
<p>4. For purposes of the class size reduction mandates, what is meant by "core curricula courses" and "extracurricular courses"?</p>	<p>The 2002 constitutional amendment to reduce class size applies only to core curricula courses and expressly exempts extracurricular courses from the reduction requirements. However, the amendment failed to provide a definition for either "core curricula courses" or "extracurricular courses."</p> <p>In implementing the constitutional amendment, the Legislature provided limited definitions for the terms to be used for the sole purpose of designating classes that are subject to the maximum constitutional class size requirements. Section 1003.01(14), F.S., defines "core curricula courses" to mean those courses defined by the DOE as mathematics, language arts/reading, science, social studies, foreign language, English for Speakers of Other Languages, exceptional student education, and courses taught in traditional self-contained elementary school classrooms. Section 1003.01(15), F.S., defines "extracurricular courses" to mean all courses that are not defined as "core-curricula courses," which may include, but are not limited to, physical education, fine arts, performing fine arts, and career education.</p>

<p>5. How much information has been collected on the progress of Florida's class size reduction efforts?</p>	<p>The Florida Department of Education collected data on grades K through 3 class sizes for years 1994 to 1999 based on the districts' submissions to the DOE automated Student Information Data Base.</p> <p>Legislation passed in 1998 required DOE to conduct a complete study of the impact of the 1998-99 reductions in class size. The study was completed on March 3, 2000. Many of the schools that participated in the study had additional resources, staff development, supplemental teacher salaries, and other reform initiatives in place. Although the study reported high levels of satisfaction among principals and teachers, no statistical analysis of student achievement was performed.</p> <p>Beginning in November 2002, in anticipation of implementing the constitutional amendment to reduce class size, the DOE expanded its data collection efforts for information relating to both students and facilities. This data collection will assist the DOE in fulfilling its obligations to determine each district's compliance with the class size requirements of Ch. 2003-391, L.O.F. In accordance with the law, the DOE will calculate class size each year after the October student survey. The results will be posted on the DOE website. The 2003 district average class sizes are currently available.</p>
<p>6. What has been the experience of other states and countries in efforts to reduce class size?</p>	<p>Since the mid 1980s, 20 states have launched initiatives aimed at reducing class size, mostly in grades K-3. Some states and districts are finding that class size reduction is both difficult and extraordinarily expensive for the benefits received.</p> <p>For example, California's effort, started in 1996, to reduce classes to no more than 20 students in the lower grades cost more than \$1.5 billion a year for the first four years and led to critical shortages of qualified teachers, particularly in schools serving poor and minority students. In the first year of the California class size reduction program, approximately 20,000 new teachers were needed to accommodate the smaller class sizes, which prompted the governor to sign a bill relaxing teacher certification requirements. 30% of newly hired teachers statewide were uncredentialed. Two-thirds of those hired in Los Angeles did not possess teacher certification credentials. Additionally, veteran teachers left inner-city schools in droves, lured by the higher pay and better working conditions of suburban systems that suddenly had openings.</p>

	<p>California's class size reduction initiative provides an example of a state initiative that failed to provide conclusive evidence linking achievement gains to class size reduction as well as an example of the serious implementation problems. Preexisting problems involving teacher shortages and teacher quality took on crisis proportions.¹</p> <p>In Detroit, where the school district implemented a \$13.2 million program to reduce primary-grade class sizes in 2001, progress was hampered by shortages of both classrooms and teachers.</p>
<p>7. What is the relationship between class size and student achievement?</p>	<p>Class size, or the number of students under the direction of a single teacher for purposes of learning, has caused considerable discussion in recent years. More than 1,100 studies have examined the relationship between class size and student achievement, and the conclusions are mixed.</p> <p>A major 1997 research project by Dr. William Sanders, of the University of Tennessee Value-Added Research and Assessment Center, shows that class size has little effect on student performance and that the effect of the teacher is the single most important factor in student academic progress regardless of class size.</p> <p>A 1999 Pennsylvania State University Study conducted by Suetling Pong compared ten industrialized nations other than the U.S. and found that students in Australia, Flemish Belgium, and France performed significantly better in larger math classes. Class size had no effect on students in Canada, Germany, Iceland, South Korea and Singapore. Students in Japan, who consistently outscore U.S. students in math and science, frequently attend math classes of 40 or more students.</p> <p>Economists, such as Eric Hanushek, often contend that class size reduction as an educational reform is not cost effective, but is instead one of the most expensive education reforms for benefits gained; and no credible evidence exists that across the board reductions in class size boost student achievement. Hanushek argues for funneling the money spent on smaller classes into other areas that may have greater impact, like improving teacher quality.</p>

¹ Florida TaxWatch Research Report, October 2002.

	<p>Edward P. Lazear in "Smaller Class Size Isn't a Magic Bullet" states, "the primary theme of education reform should <i>not</i> be class-size reduction. Instead, the focus should be on improving teacher quality. A good teacher in a large class is more effective than a poor teacher in a small one."</p> <p>According to a 1998 article in <i>The Council of State Governments</i> by Chester Finn and Michael Petrilli, class sizes in the U.S. have been shrinking for decades - the 1998 average of 22 students per classroom was down from an average of 30-plus in the 1950s - with no commensurate gains in learning.</p> <p>Other research indicates some minor links between reduced class size and student performance in lower grades. The 1985 Tennessee State University STAR study (project STAR) randomly assigned and kept students in small (13-17 students) or large classes, with and without aides, through 3rd grade. Student achievement was measured at the end of each year. Some improvements were noted in student performance when class sizes were reduced to 15 students. Providing a teacher's aide in a class of 25 had no effect on student performance. The Project STAR data did not support overall reductions in class size.</p>
8. What are the applicable statutes?	<p>Section 1003.01(14), F.S. -- Definition of "core curricula courses."</p> <p>Section 1003.01(15), F.S. -- Definition of "extracurricular courses."</p> <p>Section 1003.03, F.S. -- Maximum class size.</p> <p>Section 1011.685, F.S. -- Class size reduction; operating categorical fund.</p> <p>Section 1013.735, F.S. -- Classrooms for Kids Program.</p> <p>Section 1013.737, F.S. -- The Class Size Reduction Lottery Revenue Bond Program.</p> <p>2003-2004 General Appropriations Act, Specific Appropriation 1A; Specific Appropriation 3C; Specific Appropriation 14F; Specific Appropriation 59A.</p> <p>2004-2005 General Appropriations Act, Specific Appropriation 6; Specific Appropriation 28A; Specific Appropriation 82.</p>
9. Where can I get additional information?	<p>Florida Department of Education School Business Services (850) 245-0406</p>

	<p>Florida Department of Education Publications <i>A Study of the 1998 Florida Maximum Class Size Act</i> Florida Department of Education Publications <i>Class Size for Grades K to 3, 1998-1999</i> The Florida Department of Education website: www.fldoe.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>
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<p>1. Why is learning to read considered the foundation for learning?</p>	<p>A student must learn to read in order to be able to read to learn. Each student's progression from one grade to another is determined, in part, upon proficiency in <i>reading</i> and other subjects. It is the ultimate goal of the Legislature that the student read at or above grade level.</p> <p>Any student who still has a substantial reading deficiency at the end of third grade needs more time and additional intensive remedial instruction to acquire the fundamentals of the most basic skill of reading. A substantial reading deficiency, regardless of the reason that is causing it - even a learning disability, limited English proficiency, or a disadvantaged background - needs to be addressed and corrected before the student can be expected to successfully move on to the more difficult work of the higher grades.</p> <p>In fourth grade and beyond, the instructional focus shifts from learning to read to reading to learn -- text becomes substantially and progressively denser, syntax more complicated, vocabulary more sophisticated, comprehension more demanding, and the need for fluency more vital. Students need a sound foundation in reading for this more difficult work.</p>
<p>2. How does proficiency in reading impact student progression from one grade to another?</p>	<p>The school board, through the adoption of a student progression plan, must set specific levels of performance in reading and the other subjects for each grade level that includes the levels of performance on statewide assessments. A student who does not meet these levels must receive additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.</p> <p>A school must then develop, in consultation with the student's parent, and implement an Academic Improvement Plan (AIP) designed to assist the student in meeting expectations. If a student has a deficiency in reading, the student's academic improvement plan (AIP) must identify:</p> <ul style="list-style-type: none">• The student's specific areas of• The desired levels of performance in these areas.• The instructional and support services to be provided.

	<p>Schools must also provide frequent monitoring of the student's. Districts must assist schools and teachers in implementing research-based reading activities that have been shown to be successful in teaching reading to low-performing students.</p> <p>Upon subsequent evaluation, if the deficiency has not been corrected, the student may be retained. The student must continue remedial or supplemental instruction until the expectations are met.</p>
3. What specific provisions apply to students who exhibit a substantial deficiency in reading?	<p>Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.</p> <p>If the reading deficiency is not remedied by the end of third grade, as demonstrated by scoring level 2 or higher on statewide assessment test in reading for third grade, the student must be retained. The district school board may only exempt students from mandatory retention in third grade for "good cause." (See Question 6)</p>
4. What are the parental notification requirements regarding identified reading proficiency?	<p>Required Notice to Parents of Grade K-3 Students With Identified Reading Deficiencies</p> <p>A school must notify in writing the parent of any K-3 student who exhibits a substantial deficiency in reading. The notice must include:</p> <ul style="list-style-type: none"> • That the child has been identified as having a substantial deficiency in reading. • Description of current services provided. • Description of proposed supplemental instructional services and supports. • If deficiency is not remediated by the end of third grade, the student will be retained unless he or she meets one of the good cause exemptions. • Strategies for parents to use in helping their child succeed in reading. • FCAT is not the sole determiner of promotion and additional evaluations, portfolio reviews, and assessments

	<p>are available to assist parents and the school district in knowing when a child is reading at or above grade level and ready for promotion.</p> <ul style="list-style-type: none"> • District's specific criteria and policies for mid-year promotions. <p>The written notice must be written in terms understandable to the parent and describe the exact nature of the student's difficulty in learning and lack of achievement in reading. The parent must be consulted in the development of a detailed academic improvement plan (AIP) and informed that the student will be given intensive reading instruction until the deficiency is corrected.</p> <p>Required Notice to Parents of Grade 3 Students Who Are Retained</p> <p>Each school district must provide written notice to the parent of third grade students who are retained because his or her reading deficiency has not been remedied by the end of third grade. The notice must:</p> <ul style="list-style-type: none"> • State that the child has not met the proficiency level required for promotion • Include the reasons that the child is not eligible for a good cause exemption. • Include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. • Give parents immediate notification of the student's reading deficiency. <p>Required Reporting to Parents of All Students, All Grades</p> <p>Each school board must annually report in writing to the parent of each student the progress of the student in achieving proficiency expectations in reading and certain other subjects, including results on the statewide assessment test. The evaluation of each student's progress must be based on the student's classroom work, observations, tests, district and state assessments and other relevant information.</p>
<p>5. What is meant by "good cause?"</p>	<p>Good cause exemptions from the third grade promotion requirements are limited to the following:</p> <ul style="list-style-type: none"> • Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program. • Students with disabilities whose individual education plan indicates that participation in the FCAT is not appropriate.

	<ul style="list-style-type: none"> • Students who demonstrate acceptable performance on an approved alternative standardized reading assessment. • Students who demonstrate, through a student portfolio, that the student is reading on grade level. • Students with disabilities who participate in the FCAT, have an individual education plan or a Section 504 plan, have received the required intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained in Kindergarten, 1st grade, 2nd grade, or 3rd grade. • Students who have received the required intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, 1st grade, 2nd grade or 3rd grade for a total of 2 years. <p>Intensive reading instruction for students so promoted must include an altered instructional day based on an academic improvement plan that includes specialized diagnostic information and student specific research based reading strategies for low-performing readers.</p>
<p>6. What services are provided to third grade students who are retained?</p>	<p>The school district is required to provide intensive instructional interventions to remediate a student's identified areas of reading deficiency. The interventions must include:</p> <ul style="list-style-type: none"> • Effective instructional practices. • Participation in the district's summer reading camp. • Appropriate teaching methodologies. <p>For retained students who scored level 1 on the FCAT and who did not meet the criteria for one of the good cause exemptions, the law requires:</p> <ul style="list-style-type: none"> • Review of academic improvement plans (AIP) for all students to address additional needed supports and services and completion of a student portfolio • Provision of 90 minutes of daily uninterrupted scientifically-based reading instruction and other strategies. • Provision of either supplemental tutoring in scientifically research-based reading services including tutoring before and/or after school; a "Read at Home" plan outlined in a parental contract including participation in "Families Building Better Readers" parent workshops and regular parent-guided home instruction; a mentor or tutor with specialized reading training, or a "Reading Enhancement and Acceleration Development" (READ) Initiative. (See

	<p>Question 9.)</p> <ul style="list-style-type: none"> • Provision of a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals. (See Question 7.) • Establishment at each school, where applicable, an Intensive Acceleration Class. (See Question 10.) • Reports to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level. • Provision to a retained third grade student and has received intensive instructional services but is still not ready for grade promotion, the option of being placed in a transitional instructional setting. (See Question 12.)
7. What constitutes a high performing teacher?	<p>A high-performing teacher is identified by performance data for students the teacher has taught, as indicated by student work samples and/or test scores, and above satisfactory performance or the highest possible rating on the district performance appraisal. Since first year teachers do not have student performance data or prior year appraisals, which define high performing teachers, they are not allowed to be a teacher of retained third grade students.</p>
8. How does mid-year promotion work for students retained in third grade?	<p>The 2004 Legislature required school districts to implement a policy for the mid-year promotion of any student retained in third grade due to a reading deficiency and who does not meet a good cause exemption. Mid-year promotion is defined in law as the promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. To be promoted mid-year, the student must be able to demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to fourth grade. Methods of reevaluating retained students for the purpose of promotion include subsequent assessments, alternative assessments, and portfolio reviews. The student must:</p> <ul style="list-style-type: none"> • Demonstrate proficiency required to score at level 2 on the third grade FCAT • Demonstrate ability to read at grade level • Have made reasonable progress that is sufficient to master appropriate fourth grade level reading skills. <p>Students promoted after November 1 must demonstrate proficiency <i>above</i> that required to score at level 2 on the third grade FCAT.</p>
9. What is the READ	<p>The focus of the Reading Enhancement and Acceleration Development (READ) Initiative will be to prevent the</p>

Initiative?	<p>retention of third grade students and to offer intensive accelerated reading instruction to third grade students who failed to meet standards for promotion to fourth grade and to each K-3 student who is assessed as exhibiting a reading deficiency. The district must establish a (READ) Initiative, which must:</p> <ul style="list-style-type: none"> • Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools. • Be provided during regular school hours in addition to the regular reading instruction. • Provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research and assists the student in maintaining proficiency levels for the appropriate grade in all academic subjects.
10. What is an Intensive Acceleration Class?	<p>An Intensive Acceleration Class focuses on increasing a child's reading level at least two grade levels in one school year. Such a class must be offered by the district for students who score level 1 on the reading portion of the FCAT two years in a row. The class is for a student who would be spending his or her third year in third grade. Through the Intensive Acceleration Class, a retained third grade student could be promoted from third grade to fifth grade at the end of the school year. The intensive acceleration class must:</p> <ul style="list-style-type: none"> • have a reduced teacher-student ratio (See Question 11); • provide uninterrupted reading instruction for the majority of student contact time and incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas; • use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year; • provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist; • include weekly progress monitoring measures to ensure progress is being made; and • report to the Department of Education the progress of students in the class at the end of the first semester.
11. When is a reduced teacher-student ratio required?	<p>A reduced teacher-student ratio is required when a classroom is used for the majority of academic instruction that includes retained third grade students. Such a classroom must meet the state constitutional class size requirements of 18 students to 1 teacher. The classroom must also be smaller than the average class size of those comparable "traditional" third</p>

	grade classrooms in the school. The class size requirement also applies to the intensive acceleration class.
12. What is a transitional instructional setting?	A transitional instructional setting is designed to produce learning gains sufficient to meet fourth grade performance standards while continuing to remediate the areas of reading deficiency. The school district must provide the option of being placed in a transitional instructional setting to a student who has been retained in third grade and has received intensive instructional services but is still not ready for grade promotion.
13. What is the difference between an intensive acceleration class and a transitional instructional setting?	<p>The intensive acceleration class refers to <i>what</i> is being provided to the student. Such a class should have curriculum delivered at a faster pace than in a general educational classroom. The student in an intensive acceleration class has been exposed to third-grade content for several years.</p> <p>The transitional instructional setting refers to <i>where</i> instruction is provided to the student. This may be a setting with both third and fourth graders in the same classroom. Intensive acceleration can be provided within a transitional instructional setting. The intensive acceleration class and the transitional instructional setting are not mutually exclusive.</p>
14. What is being done in middle schools to focus on reading?	<p>The 2004 Legislature passed the "Middle Grades Reform Act", which requires that middle schools with fewer than 75% of its students reading at or above grade level, as measured by a student scoring at level 3 or above on the FCAT, must incorporate a rigorous reading requirement as part of their school improvement plan. The purpose of the requirement is to have students reading at or above grade level when they enter high school.</p> <p>The 2004 Act also requires certified staff members at middle schools to develop and administer a personalized middle school success plan for each student entering sixth grade who scored below level 3 in reading on the FCAT. The success plan must be implemented until the student completes the eighth grade or achieves a score at level 3 or above in reading on the FCAT.</p>
15. What is the federal <i>Reading First</i> initiative?	<p>The <i>Reading First</i> initiative is a central part of the federal <i>No Child Left Behind Act</i> (NCLB) of 2001. Reading First is an effort to bring early reading instruction across the country up-to-date with new knowledge gained in recent years from high-quality, scientifically based research on the way children learn to read.</p> <p>The statewide assessment system used in <i>Reading First</i> is</p>

	<p>comprised of screening, progress monitoring, and diagnosis. Each student should be screened at the beginning of the school year to determine if he or she is at risk of falling behind in reading.</p>
16. What is the <i>Just Read, Florida!</i> initiative?	<p><i>Just Read, Florida!</i> is a comprehensive coordinated reading initiative implemented in 2001 by executive order of Governor Jeb Bush aimed at helping every student become a successful, independent reader.</p>
17. What are the results of Florida's efforts to emphasize learning to read?	<p>Under the 2002 National Assessment of Educational Progress (NAEP), Florida is the only state to show significant improvement in fourth grade reading and has posted improvement in reading for nearly all student groups. Florida surpassed the national average in fourth grade reading. In fourth grade reading, Florida improved its score by four points (from 214 to 218), while the national score dipped slightly (from 217 to 216).</p> <p>In eighth grade reading, Florida's students slipped (from 261 to 257), as did the national average (from 263 to 261). However, the average score today in Florida remains higher than it was in 1998 (257 compared to 255), while the national average is exactly as it was in 1998 (261).</p>
18. What resources does the Legislature provide specifically for reading?	<p>The 2004 Legislature appropriated the following for reading programs or instruction:</p> <ul style="list-style-type: none"> • \$46,000,000 to continue "Just Read, Florida!" to achieve Florida's goal for all students to be reading on grade level or higher by 2012. • \$653,922,659 for Supplemental Academic Instruction, part of which is dependent upon the district's implementation of the statutorily required student progression plan and remedial instruction • \$25,000,000 for supplemental reading instruction to fund summer reading programs and other remediation activities. • \$52,500,432 spending authority for federal "Reading First" funds for reading programs to continue "Just Read, Florida!" to achieve Florida's reading goal for all students to be reading on grade level or higher by 2012 <p>The Legislature also requires district school boards to allocate remedial and supplemental instruction resources first to students who are deficient in reading by the end of third grade, and then to other students who fail to meet the established specific levels of performance and require remediation or retention.</p>

<p>19. What are the applicable statutes and rules?</p>	<p>Section 1002.20(11), F.S. - K-12 student and parent rights. Section 1003.41, F. S. -- Sunshine State Standards. Section 1003.415, F.S. - Middle Grades Reform Act. Section 1003.42, F.S. -- Required instruction. Section 1008.25, F.S. -- Public school student progression; remedial instruction; reporting requirement.</p> <p>Rule 6A-1.094221, Florida Administrative Code - Alternative Standardized Reading Assessment</p> <p>2003 General Appropriations Act, Specific Appropriation 3B</p> <p>2004 General Appropriations Act, Specific Appropriation 9; Specific Appropriation 13; Specific Appropriation 81; and Specific Appropriation 91..</p> <p>Executive Order Number 01-260, September 7, 2001—"Just Read, Florida!"</p> <p><i>Final Report of the Department of Education on Just Read, Florida!</i> Executive Order Number 01-260, February 15, 2002</p> <p>Department of Education Papers/Memos:</p> <ul style="list-style-type: none"> • Technical Assistance Paper Number: FY 2005-03 August 20, 2004 Third Grade Student Progression • August 10, 2004 Memorandum Third Grade Student Progression - Sample Parent Letters
<p>20. Where can I get additional information?</p>	<p>Florida Department of Education Just Read Florida! Office www.justreadflorida.com (850) 245-0503</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council Instructional Materials

Fact Sheet

January 2005

1. What are instructional materials?

For purposes of state adoption, the term "instructional materials" is defined by statute as "items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course." These items may be available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software. The term does not include electronic or computer hardware even if such hardware is bundled with software or electronic media. "Adequate instructional materials" are defined as "a sufficient number of textbooks or sets of materials serving as the basis for instruction for each student in the core courses of mathematics, language arts, social studies, science, reading, and literature, except for instruction for which the school advisory council approves the use of a program that does not include a textbook as a major tool of instruction."

2. What funding do districts receive for the purchase of instructional materials and how may the funds be spent?

Instructional materials are funded as a categorical item in the General Appropriations Act (GAA).

GAA--Instructional Materials Funding

Fiscal Year	Amount
1998-1999	\$183.9 Million
1999-2000	\$193.6 Million
2000-2001	\$192 Million
2001-2002	\$213.5 Million
2002-2003	\$227.9 Million
2003-2004	\$227.9 Million
2004-2005	\$234.4 Million

Historically, the Legislature has fully funded this categorical based on the recommendations of the Florida Association of District Instructional Materials Administrators (FADIMA).

A school district must use at least 50% of the instructional materials allocation for the purchase of instructional materials included on the state-adopted list. They may use up to 50% (the "flexible 50") for the purchase of instructional materials, including library and reference books and nonprint materials, not included on the state-adopted list and for the repair and

	<p>renovation of textbooks and library books.</p> <p>Within the first <i>two</i> years of the six-year adoption cycle, each school district must purchase <i>current</i> instructional materials to provide each K-12 student with a textbook or other materials as a major tool of instruction in core courses. The cost must not exceed the district's allocation for the previous two years. Exceptions to purchasing within the first two years may be made if a contract was in existence before April 1, 2000, or a purchase is related to student membership growth or for instructional materials maintenance needs. The cost of the required purchase each two years must not exceed the amount of the districts' allocation for the previous two years.</p>
3. What are the district's duties in providing instructional materials, and its role in evaluation, selection, and disposition of instructional materials?	<p>Each school board has the duty to provide adequate instructional materials for each child. The superintendent must keep adequate records and accounts, which are reviewed in a school district best financial management practices review conducted by the Office of Program Policy Analysis and Government Accountability (OPPAGA). The superintendent of each district must notify the Department of Education (DOE) by April 1 each year with: the state-adopted instructional materials that will be requisitioned and an instructional materials use plan, which will help determine if "adequate instructional materials" have been requisitioned.</p> <p>The principal of each school is responsible for: assuring that instructional materials are used to provide instruction to students; effectively communicating to parents how instructional materials are used to implement the curricular objectives; and collecting for lost or damaged books.</p> <p>Instructional materials that are unserviceable or surplus or no longer on state contract may be given to other education programs, teachers, students, or any charitable organization, governmental agency, private school, or state. The district may sell the materials to used book dealers, recycling plants, pulp mills, or other persons, firms, or corporations. Any money received goes to the district school fund for instructional materials. If the district cannot give or sell the materials, it may dispose of them according to school board policy.</p>
4. May school districts purchase used instructional materials?	<p>Yes. The Department of Education has an ongoing pilot program in Hernando, Pasco and Polk Counties that allows school districts in these counties to purchase quality used instructional materials that meet Sunshine State Standards.</p>

Instructional Materials

	<p>The Council for Education Policy Research and Improvement will conduct a study of the cost savings realized through the program and report its findings to the Legislature during the 2005 Session.</p>
<p>5. What is the state instructional materials adoption process?</p>	<p>In any given year, the DOE will select the approved instructional materials for one or more subject areas (e.g., history, science, reading, etc.) and will do this for the entire range of K-12. An Instructional Materials Committee (IMC) is appointed for each of the subject areas being selected that year. The Commissioner of Education appoints persons to serve on various state IMCs. Each IMC is composed of ten or more persons - at least 50% of the members are classroom teachers certified in the subjects under consideration, two supervisors of teachers, two lay citizens and one district school board member. (Specific criteria as defined in s. 1006.29, F.S.)</p> <p>The IMCs complete a training workshop and establish policies for the adoption of instructional materials. The DOE advertises in the <i>Florida Administrative Weekly</i> four weeks preceding the date on which the bids are due.</p> <p>Publishers then submit bids. The IMCs meet, review, and evaluate the instructional materials and bids. They then recommend materials for adoption. All state committees forward their recommendations to the Commissioner who makes the final decision regarding the recommended materials that are adopted. Following action by the Commissioner, the DOE notifies the school districts of the recommended materials.</p> <p>Publishers and manufacturers are required to: maintain for the first two years of the six year cycle sufficient inventory of core subject instructional materials to receive and fill orders for the required purchases; give an accurate account of who actually authored a book; provide corrections for errors in materials.</p>
<p>6. Where can I find the approved list of instructional materials?</p>	<p>The DOE annually releases a <u>Catalog of State-Adopted Instruction Materials</u>, available on the DOE website at www.firn.edu/doe/instmat.</p>
<p>7. What are the applicable statutes and rules?</p>	<p>Section 1001.42(7), F.S. -- Powers and duties of district school board; Courses of study. Sections 1006.28 - 1006.43, F.S. -- Instructional materials. Section 1008.35(2)(c) -- Instructional materials as part of</p>

	best financial management practices review. Chapter 2004-68, Laws of Florida -- Used Instructional Materials Pilot Program.
8. Where can I get additional information?	Florida Department of Education Bureau of School Improvement (850) 245-0425 www.firn.edu/doe/bin00015 Florida House of Representatives Education Council (850) 488-7451



Education Council

American Sign Language

Fact Sheet

January 2005

1. What is American Sign Language?	<p>The 2003 Legislature made the following findings, in s. 1007.2615(1)(a), F.S., regarding American Sign Language:</p> <ul style="list-style-type: none"> • American Sign Language (ASL) is a fully developed visual-gestural language with a distinct structure; • ASL is recognized as the language of the American Deaf Community; • ASL is the fourth most commonly used language in the United States and Canada; and, • Thirty-three state legislatures recognize ASL as a language that should be taught in schools.
2. Did the Legislature change the law regarding American Sign Language?	<p>Yes. The 2003 law recognizes ASL as a course of study; allows public or private schools to offer ASL courses for foreign-language credit; establishes a task force to advise the Commissioner of Education on the development and maintenance of ASL courses, and requires licensing and certification of ASL teachers.</p>
3. Is American Sign Language taught in Florida schools?	<p>American Sign Language is an approved course and is listed in the Florida Department of Education Course Code Directory. In the 2002-2003 school year, there were approximately 9,000 students enrolled in ASL courses in Florida public schools. The courses have historically been offered at the secondary level. The new law authorizes ASL courses to be taught at the elementary and secondary level at both public and private schools.</p>
4. What are the Commissioner of Education's responsibilities regarding American Sign Language?	<p>The Commissioner of Education is required to appoint a 7-member task force. The task force must include 2 members from the state university system; 1 from private colleges or universities that offer a 4-year deaf education or sign language interpretation program; 2 representatives from the Florida American Sign Language Teachers' Association (FASLTA), and 2 from community colleges within the state with established Interpreter Training Programs (ITPs).</p>
5. What will the ASL task force do?	<p>The task force will develop and submit a report to the Commissioner of Education containing current information about ASL and guidelines for developing and maintaining ASL courses as part of the curriculum.</p>
6. Does the Department of Education certify American Sign Language teachers?	<p>Currently, there are no specific certification requirements for teachers of American Sign Language. A teacher may teach ASL at the secondary level with any valid Florida teaching certificate. Under the new law, the State Board of Education</p>

	<p>is required to adopt rules to establish licensing/certification standards to be applied for teachers of ASL no later than January 1, 2005. The standards are to be developed in consultation with the ASL Task Force. Teachers of ASL are required to be certified through FASLTA by January 1, 2006, and certified by the Department of Education (DOE) by January 1, 2008. DOE previously has proposed standards for educational interpreters. While the standards for individuals who interpret for deaf students are different from the content knowledge necessary for individuals who teach ASL, these standards may be used as the basis for establishing certification as an ASL Add-on Endorsement.</p>
<p>7. How does a teacher obtain certification from the Florida American Sign Language Teachers Association?</p>	<p>The American Sign Language Teachers' Association has established certification standards and has a process for evaluating teachers. The national certification process has 3 levels and provides a portfolio for current ASL teachers. First, a teacher must become a member of the National Association for the Deaf, then a member of the Florida Association of American Sign Language Teachers' Association, and also the American Sign Language Teachers' Association. Upon becoming a member of ASLTA, a teacher must first apply for provisional certification with ASLTA. The professional level of certification by ASLTA is the level considered by the DOE to meet the definition of Highly Qualified teacher, as required by the No Child Left Behind Act.</p>
<p>8. What are the applicable statutes and rules?</p>	<p>Section 1007.261(3), F.S. -- University Admission by demonstrated proficiency. Section 1007.261(9), F.S. -- Credit as Foreign Language - High School. Section 1007.2615, F.S. -- American Sign Language - Legislative Findings.</p> <p>Rule 6C-6.002 F.A.C. -- Entering Freshmen Rule 6C-6.004, F.A.C. -- Transfer Students</p>
<p>9. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of Student Assistance (850) 245-0698</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

English for Speakers of Other Languages (ESOL)

Fact Sheet

January 2005

<p>1. What is English for Speakers of Other Languages (ESOL); how and why was it established?</p>	<p>In 1990, to resolve a lawsuit against the state brought by a multiracial/ethnic coalition, a consent decree (known as the "META agreement") was entered into by the State Board of Education, the Department of Education (DOE), and then Governor Bob Martinez. Without the META agreement each of the 67 districts could have been participants in frequent and costly litigation related to the education of students whose native language is not English. This may have led to significant and onerous involvement by the Federal Office of Civil Rights in Florida school districts' endeavors to teach such students. Other states that have faced this problem have been forced to offer bilingual education, necessitating the hiring of teachers who speak every conceivable non-English language from Arabic to Urdu.</p> <p>The META agreement, as reflected in state law, establishes Florida's ESOL program. Pursuant to the agreement, the ESOL program provides for Limited English Proficiency (LEP) committees and plans, provides for student identification and assessment, and ensures equal access to appropriate programs, among other features. As a result of the consent decree and statutory law, Florida has made significant strides in educating LEP students and thus is far ahead of many states in implementing the new requirements of the federal No Child Left Behind Act. (Refer to the No Child Left Behind Fact Sheet.)</p>
<p>2. Is ESOL the same as bilingual education?</p>	<p>ESOL is not bilingual education. ESOL classes are only taught in English. Whereas bilingual education is one in which two languages are used to provide content matter instruction. Students participating in ESOL programs are instructed in listening, speaking, reading, and writing using only English.</p> <p>In August 2000, two years after Californians voted to end bilingual education and move to ESOL, student test results indicated startling improvement in test scores of students who switched from bilingual education to ESOL. Florida's experience also bears out the desirability of ESOL education. According to the DOE, longitudinal data in Florida indicate that LEP students who have exited the ESOL program continue to</p>

English for Speakers of Other Languages (ESOL)

	outperform monolingual English speakers in statewide assessments, especially on the FCAT Writing assessment.
3. How has the META agreement helped the school districts to comply with federal regulations?	<p>Under the META agreement, DOE's legal staff and its Office of Multicultural Student Education annually work with the attorneys from the Federal Office of Civil Rights to be sure the state is viewed as being in compliance. This protects the school districts from immense time and expense associated with potential litigation, and supplies the uniformity necessary to safeguard the equal protection rights of this vulnerable population of students.</p> <p><i>If new experimentation with English language immersion courses proves successful, Florida may find it worthwhile to revisit the 1990 META agreement.</i></p>
4. Is there a difference between teacher training and certification requirements in Florida compared to those in bilingual states?	<p>Yes. Mandated bilingual states like Texas and New York require teachers to have bilingual certification and ESOL certification, which means they have to be able to teach in the child's native language.</p> <p>Florida's requirements are ESOL endorsement and inservice training. Only 18 hours of ESOL training are required for P.E., art, and music. Sixty hours are required for social studies, history, and math. For language arts studies, 300 hours of ESOL training are required.</p> <p>The ESOL training includes:</p> <ul style="list-style-type: none"> • Methods of Teaching English to Speakers of Other Languages (ESOL). • ESOL Curriculum and Materials Development. • Cross-cultural Communication and Understanding. • Testing and Evaluation of ESOL. • Applied Linguistics. <p>State-approved teacher preparation programs must incorporate appropriate ESOL instruction so that participants graduate having completed the requirements for teaching LEP students in Florida public schools.</p> <p>Florida teachers who do their ESOL inservice training can bank their inservice training hours for recertification and may use them to re-certify in other subject areas, such as Sunshine State Standards and multicultural training.</p> <p>In addition to the ESOL Endorsement, subject area certification is also available in K-12 ESOL. As with other</p>

English for Speakers of Other Languages (ESOL)

	subject areas, ESOL subject area certification may be obtained through the alternative certification processes now available to all teachers.
5. What are some of the other features of the ESOL program?	<p>The META agreement features parental involvement, student classification and reclassification, student tracking, program outcome measures, and district monitoring. ESOL instruction is reported in the FEFP under a weighted cost factor. The ESOL budget includes parent training as well as teacher training. All schools in the state get copies of all program materials, consent decree requirements, and program strategies. In addition, school districts receive federal funds under Title III of the No Child Left Behind Act.</p> <p>In 2003, the Legislature passed a law providing students who enter a Florida public school from out of state or from a foreign country, during the 11th or 12th grade, do not have to spend additional time in school in order to meet Florida's high school course requirements if the student meets all the requirements of the school district, state, or country from which they transferred. Students not proficient in English receive immediate and intensive instruction in English language acquisition. To obtain a standard high school diploma, a transfer student must still earn a 2.0 GPA and pass the grade 10 FCAT or an alternate assessment.</p>
6. Do LEP students participate in the FCAT?	<p>Yes. Under Florida's education accountability system, s. 1008.22(3)(c) 6., F.S., requires that all students participate in the statewide testing program, except as otherwise prescribed by the Commissioner. Pursuant to the 1999 A+ Education Plan, schools are now graded on the basis of academic performance and receive letter grades (A-F). All students' test scores are used in the calculation of a school's grade. (Refer to the School Grading System and Florida Comprehensive Assessment Test Fact Sheets.)</p> <p>In 2003 the Legislature passed a law allowing students who have been enrolled in an ESOL program for less than two school years and have met all requirements for a standard high school diploma, except for passage of the grade 10 FCAT or alternative assessment, to receive immersion English language instruction during the summer following their senior year.</p>
7. What are the applicable statutes and rules?	<p>Section 1000.05, F.S. -- Educational Equity Act</p> <p>Section 1003.433, F.S. -- Learning opportunities for out-of-state and out-of-country transfer students and students needing additional instruction to meet high school graduation requirements.</p>

English for Speakers of Other Languages (ESOL)

	<p>Section 1003.56, F.S. -- English language instruction for LEP students.</p> <p>Section 1004.04(3)(c), F.S. -- ESOL requirements for state approved teacher prep programs.</p> <p>Section 1008.22(3)(c)6., F.S. -- Test modification for LEP students.</p> <p>Section 1011.62(1)(c)4., F.S. -- Weighted funding for ESOL students.</p> <p>Section 1012.585(3)(d), F.S. -- ESOL in-service points.</p> <p>Rule 6A-4.0244, F.A.C. -- Teacher certification specialization in ESOL</p> <p>Rule 6A-6.0900 through 6A-6.0909, F.A.C. --Programs/ exemptions for LEP students</p> <p>Rule 6A-6.09091, F.A.C. -- Accommodation on Statewide Assessments for LEP students</p>
8. Where can I get additional information?	<p>Florida Department of Education Bureau of Student Assistance (850) 245-0698 OMSLE@fldoe.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

Exceptional Student Education (ESE)

Fact Sheet

January 2005

1. What is Exceptional Student Education?	Exceptional Student Education (ESE) programs serve students with special education needs (including but not limited to developmentally delayed, physically or mentally impaired, gifted, and hospitalized or homebound students). Student enrollment in ESE programs is one factor considered in determining what funding a school district receives. (Refer to the Florida Education Finance Program Fact Sheet.)
2. How are students determined to be eligible for ESE services?	<p>A student determined ESE eligible in Florida between the ages of three and twenty-one is entitled to receive educational services beginning with Pre-K; the only exception being gifted services which are for grades K-12. The free program provides special materials and educational services designed to meet the needs of the student. Some school districts have services for children younger than three.</p> <p>A referral form for evaluation is completed for a student who is thought by the parent, the student, a teacher, a doctor, or a social worker to need services. The school determines if an individual evaluation is needed. A student is determined eligible through the evaluation process, and a determination of whether the student meets State Board of Education requirements for ESE education is made through an eligibility-staffing meeting.</p> <p>A written description of the services to be provided is prepared in the form of an individualized educational plan (IEP). A family support plan (FSP) is prepared for children ages birth to two and may also be used through the age of five in lieu of an IEP. Gifted students generally receive an educational plan (EP). In all cases, parents review and agree to the educational services to be provided for the student.</p>
3. What does the individualized educational plan do?	The IEP is a written document that tells the parent, the teaching staff, and other school staff what special services and programs will be provided to the ESE student. The IEP is designed to meet the individual needs of the student. A student is not considered for placement in the ESE program until the parent and school district agree to the specifics of the IEP. Every attempt is made to include the parent in the writing of the IEP.

Exceptional Student Education (ESE)

<p>4. What programs are available for ESE students?</p>	<p>In Florida, a variety of different programs are available for students within ESE. Programs include those for students determined to be autistic, deaf or hard-of-hearing, developmentally delayed (for 3-5 year olds), dual sensory impaired, emotionally handicapped or severely emotionally disturbed, gifted, homebound or hospitalized, mentally handicapped, physically impaired, specific learning disabled, speech or language impaired, visually impaired, or needing physical and occupational therapy.</p>
<p>5. Can ESE students participate in the Opportunity Scholarship Program?</p>	<p>Yes. An ESE student with special needs who is eligible to receive services from the school district may participate in the Opportunity Scholarship Program and remains eligible to receive services from the school district as provided by federal and state law. (Refer to the Opportunity Scholarships Fact Sheet.)</p>
<p>6. What is the McKay Scholarships for Students with Disabilities Program?</p>	<p>The McKay Scholarships for Students with Disabilities Program expands statewide the school choice program originally created as a pilot program for Sarasota County in 1999 as part of the A+ education plan, Ch. 99-398, L.O.F. The scholarships are available for eligible students with disabilities to attend an eligible public or private school of their choice. Students with disabilities include K-12 students who are mentally handicapped, speech and language impaired, deaf or hard-of-hearing, visually impaired, dual sensory impaired, physically impaired, emotionally handicapped, specific learning disabled, hospitalized or homebound, or autistic. (Refer to the McKay Scholarships for Students with Disabilities Program Fact Sheet.)</p>
<p>7. How often are re-evaluations of a student's individual educational plan done?</p>	<p>A parent may request a review of the IEP if the student's needs change. At least once each year, the school will hold a meeting to discuss each student's progress and to review the IEP. A re-evaluation of each student for placement in ESE is done at least every three years. A re-evaluation can be made without parental consent, but the school must notify and report the results to the parent.</p>
<p>8. What are the applicable statutes and rules?</p>	<p>Individuals with Disabilities Education Act, Education for All Handicapped Children Act of 1975, [Public Law 94-142]</p> <p>Individuals with Disabilities Education Act Amendments for 1997, (20) U.S.C. Chapter 33, [Public Law 105-17]</p> <p>The Family Education Rights and Privacy Act (The Buckley Amendment)</p>

Exceptional Student Education (ESE)

	<p>Vocational Rehabilitation Act, Section 504</p> <p>Section 1000.01(4), F.S. -- Requirement for public schools to provide exceptional student education instruction.</p> <p>Section 1001.42(4)(l), F.S. -- Requirement to provide appropriate program special instruction.</p> <p>Section 1002.20, F.S. -- K-12 student and parent rights.</p> <p>Section 1002.22, F.S. -- Student records and reports; rights of parents and students; notification; penalty.</p> <p>Section 1003.21(1)(e), F.S. -- School attendance.</p> <p>Section 1003.43(4) and (11), F.S. -- General requirements for high school graduation.</p> <p>Section 1003.57, F.S. -- Exceptional students instruction.</p> <p>Rules 6A-6.03011, F.A.C. through 6A-6.03032, F.A.C. -- Special program rules for the various exceptionality categories</p> <p>Rule 6A-6.0311, F.A.C. -- Eligible special programs for exceptional students</p> <p>Rule 6A-6.0312, F.A.C. -- Special programs for students who are speech and language impaired</p> <p>Rule 6A-6.0331, F.A.C. -- Identification and assignment of exceptional students to special programs</p> <p>Rule 6A-6.03311, F.A.C. -- Procedural safeguards for exceptional students</p> <p>Rule 6A-6.0333, F.A.C. -- Surrogate parents</p> <p>Rule 6A-6.0334, F.A.C. -- Temporary assignment of transferring exceptional students</p> <p>Rule 6A-6.03411, F.A.C. -- Special program and procedures for exceptional students</p> <p>Rule 6A-6.0361, F.A.C. -- Contractual arrangements with nonpublic schools</p>
9. Where can I get additional information?	<p>Florida Department of Education Bureau of Exceptional Education and Student Services (850) 245-0475</p> <p>Office of Special Education and Rehabilitative Services 400 Maryland Avenue, S.W. Washington, D.C. 20202</p> <p>Office of Civil Rights 330 Independence Avenue, S.W. Washington, D.C. 20201</p>

Exceptional Student Education (ESE)

	Florida House of Representatives Education Council (850) 488-7451
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Education Council

Individuals with Disabilities Education Act (IDEA)

Fact Sheet

January 2005

1. What is the IDEA?	Since 1975, the federal Individuals with Disabilities Education Act, or IDEA (formerly the Education for All Handicapped Children Act), has required states to provide all students with disabilities, ages three through twenty-one, with the right to a free appropriate public education (FAPE) in the least restrictive environment (LRE). Serving students in the "least restrictive environment" means that to the extent appropriate, students with disabilities are educated in the regular education setting with supports and services. A FAPE is defined as special education, support programs, and related services for disabled students that are provided at no cost to the parents. The IDEA assists states in meeting these requirements by providing for the funding of each state based on the number of identified disabled students residing within its borders.
2. How are students determined to be eligible for IDEA services?	A referral for evaluation of a student may be made by a student, student's parent, teacher, doctor, or social worker. The local school district must then evaluate the student, using multiple tools and methods, through a process that meets the IDEA's criteria for fairness, accuracy, and completeness. Only a student who has a disability which results in the need for special education is eligible under the IDEA.
3. How do schools know what services to provide?	Once a student is eligible under the IDEA, the state's local educational agency must arrange a meeting with the student's parents, teacher(s), evaluators, and other appropriate individuals to prepare an individualized educational plan (IEP). An IEP is a written document required by the IDEA which describes all of the services a particular student will need in order to get a FAPE. Parents have the right to participate in all decisions regarding the identification, evaluation, or placement of their disabled student. In addition to the services agreed to in the IEP, the district school superintendent must fully inform the parent of all services that are appropriate for the student's disability. Under the IDEA, eligible students must be re-evaluated every three years and their IEPs must be reviewed annually. (Refer to the Exceptional Student Education Fact Sheet.)

Individuals with Disabilities Education Act (IDEA)

<p>4. Has the IDEA ever been changed?</p>	<p>In 1997, Congress amended the IDEA (June 4, 1997) to:</p> <ul style="list-style-type: none"> • incorporate many longstanding federal court interpretations regarding proper administration of the IDEA, and • include students with disabilities in national education reform efforts. <p>New federal regulations had to be written to implement the IDEA's 1997 amendments. These changes went into effect July 1, 1999.</p>
<p>5. What effect do the changes in the IDEA and its regulations have on Florida?</p>	<p>Florida had been doing many of the things the new federal IDEA regulations mandated. However, since the implementation of the regulation, Florida has addressed three main areas:</p> <p>Graduation: a regular diploma graduation is considered a change of placement after which the state will no longer have to provide the student with a FAPE. However, award of a special diploma or certificate of completion does not relieve the state from its duty to continue to provide a FAPE, until the student attains age 22.</p> <p>Alternate assessment testing: students who are unable to participate in state assessments must be evaluated through alternate methods to ensure that appropriate alternative education goals are met.</p> <p>Disciplinary activities: disabled students may be suspended for up to 10 days in each school year without provision of FAPE. The IDEA establishes procedures to suspend or expel disabled students whose misbehavior is determined not to be a manifestation of their disability.</p>
<p>6. What are the applicable statutes and rules?</p>	<p>Individuals with Disabilities Act Amendments of 1997, 20 U.S.C. sections 1400-1485. Regulations for the Individuals with Disabilities Act, 34 C.F.R. sections 300 & 303.</p> <p>Section 1000.01(4), F.S. -- Requirement for public schools to provide exceptional student education instruction.</p> <p>Section 1001.42(4)(I), F.S. -- Requirement to provide appropriate program of special instruction.</p> <p>Sections 1002.20(8), F.S. -- K-12 students and parent rights; students with disabilities.</p> <p>Section 1002.22, F.S. -- Student records and reports; rights of parents and students; notification; penalty.</p> <p>Section 1003.21(1)(e), F.S. -- School attendance.</p>

Individuals with Disabilities Education Act (IDEA)

	<p>Section 1003.43(4) and (11), F.S. -- High school graduation requirements for exceptional students.</p> <p>Section 1003.57, F.S. -- Exceptional students instruction.</p> <p>Rule 6A-6.03011, F.A.C. through 6A-6.03032, F.A.C. -- Special program rules for the various exceptionality categories.</p> <p>Rule 6A-6.0311, F.A.C. -- Eligible special programs for exceptional students.</p> <p>Rule 6A-6.0312, F.A.C. -- Special programs for students who are speech and language impaired.</p> <p>Rule 6A-6.0331, F.A.C. -- Identification and assignment of exceptional students to special programs.</p> <p>Rule 6A-6.03311, F.A.C. -- Procedural safeguards for exceptional students.</p> <p>Rule 6A-6.0333, F.A.C. -- Surrogate parents.</p> <p>Rule 6A-6.0334, F.A.C. -- Temporary assignment of transferring exceptional students.</p> <p>Rule 6A-6.03411, F.A.C. -- Special program and procedures for exceptional students.</p> <p>Rule 6A-6.0361, F.A.C. -- Contractual arrangements with nonpublic schools.</p>
7. Where can I get additional information?	<p>Florida Department of Education Bureau of Exceptional Education and Student Services (850) 245-0475</p> <p>Office of Special Education and Rehabilitative Services 400 Maryland Avenue, S.W. Washington, D.C. 20202</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

Family and School Partnership for Student Achievement

Fact Sheet

January 2005

<p>1. What is the Family and School Partnership for Student Achievement Act?</p>	<p>The Family and School Partnership for Student Achievement Act (Act), passed by the 2003 Legislature, was created to provide parents with specific information about their child's educational progress; provide parents with comprehensive information about their choices and opportunities for involvement in their child's education; and, to provide a framework for building and strengthening partnerships among parents, teachers, principals, district school superintendents, and other personnel.</p>
<p>2. Why is it important for families and schools to work together?</p>	<p>Evidence continues to be positive and convincing that students make greater gains when schools engage families in learning. Research results in December 2002 by the Southwest Educational Development Laboratory show that programs and special efforts to engage families are related to strong and consistent improvement in academics. Also, students in schools with highly rated parent partnership programs made greater gains on state tests than those in schools with lower rated programs.</p>
<p>3. What are school districts required to do to engage families?</p>	<p>Many schools and school districts have great programs for involving parents that already go well beyond the requirements of the Family and School Partnership for Student Achievement Act. At a minimum, school districts are required to:</p> <ul style="list-style-type: none"> • Adopt rules that strengthen family involvement and family empowerment • Develop and disseminate a parent guide to successful student achievement, consistent with the guidelines developed by the Florida Department of Education (Department) • Develop and disseminate a checklist of parental actions that can strengthen parental involvement in their child's educational progress • Train teachers in working successfully with parents.
<p>4. How will the Florida Department of Education help districts and schools to form meaningful partnerships with families?</p>	<p>Through its Office of Family and Community Outreach, the Florida Department of Education provides resources, training, and technical assistance for parents, volunteers, schools and communities to support a high quality education for children. Additionally, the Department will:</p> <ul style="list-style-type: none"> • Provide guidelines for a parent guide to successful

Family & School Partnership for Student Achievement

	<p>student achievement that describes what parents need to know about their child's educational progress and how they can help their child to succeed in school</p> <ul style="list-style-type: none"> • Provide a sample checklist for school districts to provide to parents to assist with each parent's involvement in their child's education progress • Provide a parent-response center to assist parents and families in answering questions and resolving issues related to their child's education.
5. What are some of the ways that parents make a difference?	<p>When parents talk to their children about school, expect them to do well, help them plan for college or a career, and make sure that out-of-school activities are constructive; their children tend to do well in school and in life. Students with involved parents, no matter what their income or background, are more likely to do better in school, stay in school longer, and like school more.</p>
6. What are the applicable statutes and rules?	<p>Section 1001.42, F.S. -- Powers and Duties of District School Board. Section 1001.51, F.S. -- Duties and responsibilities of District School Superintendent. Section 1001.54, F.S. -- Duties of School Principals. Section 1002.20, F.S. -- K-12 student and parent rights. Section 1002.23, F.S. -- Family and School Partnership for Student Achievement Act. Section 1003.33, F.S. -- Report cards - End-of-the-year status. Section 1008.25, F.S. -- Public school student progression; remedial instruction; reporting requirements. Section 1012.72, F.S. -- Dale Hickam Excellent Teaching Program. Section 1012.98, F.S. -- School Community Professional Development Act.</p> <p>Ch. 2003-118, L.O.F. -- Family and School Partnership for Student Achievement Act</p>
7. Where can I get additional information?	<p>Florida Department of Education Bureau of Family and Community Outreach (850) 245-0847 www.fldoe.org</p> <p>National Parent Information Network www.npin.org</p> <p>U.S. Department of Education - No Child Left Behind http://www/nclb.gov</p>

Family & School Partnership for Student Achievement

	<p>The Florida Partnership for Family Involvement in Education 3500 East Fletcher Avenue, Suite 225 Tampa, Florida 33613 (813) 558-1169 or (800) 825-5736 http://www.fndfl.org/partnership</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>
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<p>1. For which students do school districts provide transportation?</p>	<p>Each school district is required to provide transportation for students who meet one of the following criteria established by s. 1006.21, F.S., and Rule 6A-3.001 F.A.C.:</p> <ul style="list-style-type: none">• the student lives two miles or more from school;• the student has a disability, regardless of distance from school;• the student is pregnant or a student parent, including the child of a student parent, and is enrolled in a teenage parent program;• the student is enrolled in a state pre-kindergarten disability program, regardless of distance from school;• the student is transported from one school to another to participate in an instructional program or service for vocational students, dual enrollment students, or students with disabilities; or• the student is in elementary school not to exceed grade six and the student is subjected to hazardous walking conditions according to s. 1006.23, F.S. <p>Florida's school districts operate approximately 14,500 school buses on a typical school day, transporting over 1,000,000 students to and from school and between schools.</p>
<p>2. What funding do school districts receive for transportation?</p>	<p>The 2004 Legislature appropriated \$440 million to school districts in order to fund transportation services. Each school district receives a portion of these funds from the Department of Education for the transportation of students in the district who are eligible for transportation. Each school district's allocation is calculated based on the membership of students to be transported according to s. 1011.68, F.S., multiplied by the transportation allocation per student.</p>
<p>3. Can school districts transport students other than those required by law?</p>	<p>Yes. School districts may transport students other than those required by law if they so choose. However, school districts will only receive state funding for those students they are required to transport.</p>
<p>4. Are school buses required to have safety belts?</p>	<p>School buses, purchased after December 31, 2000, used to transport public school students in grades pre-K through 12 must be equipped with safety belts or with any other restraint system approved by the Federal Government. These safety belts must also meet the standards required under s. 316.614, F.S. School buses, purchased before December 31, 2000, are</p>

	<p>not required to have safety belts. Elementary schools receive first priority in the allocation of school buses equipped with safety belts. Safety belt requirements only apply to public school buses.</p>
<p>5. What is a hazardous walking condition?</p>	<p>Section 1006.23, F.S., identifies a hazardous walking condition as walkways parallel to any road that students must walk along in order to go to and from school:</p> <ul style="list-style-type: none"> • if there is not an area adjacent to the road that is at least four feet wide with a surface for walking that does not require walking on the road. • Additionally, if the road is uncurbed with a posted speed limit of 55 miles per hour and the parallel walkway is not at least three feet from the edge of the road, at least four feet wide, and with a walking surface that does not require walking on the road. <p>The following exceptions apply regarding hazardous walking conditions on parallel walkways:</p> <ul style="list-style-type: none"> • the road is located in a residential area that has little or no transient traffic; • the road has a volume of traffic that is less than 180 vehicles per hour, per direction, during the time students walk to and from school; or • the road is located in a residential area and has a posted speed limit of 30 miles per hour or less. <p>Section 1006.23, F.S., also identifies a hazardous walking condition as walkways perpendicular to any road that students must cross in order to walk to and from school:</p> <ul style="list-style-type: none"> • if the traffic volume exceeds the rate of 360 vehicles per hour, per direction (including all lanes), during the time students walk to and from school and if the crossing site is uncontrolled which means where there is no crossing guard, traffic enforcement officer, or stop sign or other traffic control signal present. • if the traffic volume on such road exceeds 4,000 vehicles per hour through an intersection or other crossing site controlled by a stop sign or other traffic control signal, unless crossing guards or other traffic enforcement officers are also present during the times students walk to and from school.

<p>6. Who determines whether a perceived hazardous walking condition is an actual hazardous walking condition?</p>	<p>Section 1006.23, F.S., requires a perceived hazardous walking condition to be inspected by a representative of the school district and a representative of the state or local governmental entity where the perceived hazardous walking condition exists. If it is determined that a walking condition is hazardous to students by the superintendent and the state or local governmental entity, the findings must be reported to the Department of Education by the superintendent.</p>
<p>7. Are school districts authorized to transport anyone other than students?</p>	<p>Yes. School districts may use school buses for public purposes. Each school district may enter into agreements with the governing body of a county, municipality, state agency, nonprofit corporation, or nonprofit civic association to provide transportation for the following:</p> <ul style="list-style-type: none"> • the transportation disadvantaged, as defined in s. 427.011, F. S. • the elderly. • WAGES program participants, as defined in s. 414.0252, F.S. • school-age children attending activities sponsored by the Boy Scouts, Girl Scouts, 4-H Club, the Y.M.C.A., and other similar nonprofit associations. <p>Any agreement for the transportation of such individuals must provide for full reimbursement to the school district and full indemnification from liability.</p>
<p>8. What are the applicable statutes and rules?</p>	<p>Section 316.6145, F.S. -- Safety Belt Usage. Section 414.0252, F.S. -- Wages Program. Section 427.011, F.S. -- Transportation for Disadvantaged. Section 1006.21 - 1006.27, F.S. - Transportation. Section 1006.23, F.S. -- Hazardous Walking Conditions. Section 1011.68, F.S. -- Funds for Student Transportation. Section 1012.45, F.S. -- School Bus Driver Requirements.</p>
<p>9. Where can I get additional information?</p>	<p>Florida Department of Education School Transportation Management (850) 245-9795 www.fldoe.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



<p>1. What religious freedoms do public school students have?</p>	<p>Public school students have certain constitutionally protected religious rights. According to the "Religious Expression in Public Schools" guidelines promulgated by the United States Secretary of Education, these basic freedoms include the following:</p> <ul style="list-style-type: none">• Students have the right to pray individually or in groups or to discuss their religious views with their peers so long as they are not disruptive.• Students may express their religious beliefs in the form of reports, homework, and artwork, and such expressions are constitutionally protected. Teachers may not reject or correct such submissions simply because they include a religious symbol or address religious themes.• Students have the right to distribute religious literature to their schoolmates, subject to those reasonable time, place and manner, or other constitutionally acceptable restrictions imposed on the distribution of all non-school literature.• Student participation in before or after-school events, such as "see you at the pole" is permissible.• Students have the right to speak to, and attempt to persuade, their peers about religious topics just as they do with regard to political topics.• Student religious clubs in secondary schools must be permitted to meet and to have equal access to campus media to announce their meetings, if a school receives federal funds and permits any student non-curricular club to meet during non-instructional time.
<p>2. Is prayer allowed by statute in Florida's public schools?</p>	<p>Florida statutes allow for a moment of silence. Section 1003.45(2), F.S., provides, "The school board may provide that a brief period, not to exceed two minutes, for the purpose of silent prayer or meditation be set aside at the start of each school day or each school week in the public schools in the district."</p>
<p>3. What is the recent history of prayer legislation in Florida?</p>	<p>In the 1996 Legislative Session, the graduation standards bill included a provision to allow voluntary student-led prayer at graduations, sports events, and other noncompulsory middle school and high school assemblies. Only nonsectarian, nonproselytizing prayer could occur. In addition, school officials would be prohibited from participating in or</p>

	<p>influencing student decisions on prayer. The Governor vetoed this bill. A similar bill was filed in the 2002 Legislative Session but died in the Senate.</p> <p>The 2002 Legislature adopted legislation requiring the Department of Education to distribute each year to all district school board members, superintendents, school principals, and teachers the entire guidelines on "Religious Expression in Public Schools" published by the U.S. DOE.</p>
4. What is the recent history of court decisions regarding school prayer?	<p>In June 2000, the U.S. Supreme Court decided the case of <i>Doe v. Santa Fe Independent School District</i> and held that student-led, student-initiated prayer at <i>high school football games</i> is unconstitutional. In May 2001, the U.S. Eleventh Circuit Court of Appeals held in <i>Adler v. Duval County School Board</i> that a school board policy allowing student-led, student-initiated messages, including prayers, at high school graduation ceremonies was constitutionally permissible. In December 2001, the U.S. Supreme Court let stand this decision by the Eleventh Circuit.</p> <p>In June 2001, the U.S. Supreme Court also let stand the lower court ruling in <i>Chandler v. Siegelman</i>, which allowed students to participate in group prayers at school functions such as graduations. The lower court's ruling stated that courts could not prohibit genuinely student initiated religious speech at school events, nor could they impose restrictions greater than those placed on students' nonreligious speech.</p>
5. What is the Department of Education's role in ensuring that these religious freedoms are protected?	<p>Each year, the Department of Education is required to distribute to all district school board members, district school superintendents, school principals, and teachers the entire guidelines on "Religious Expression in Public Schools" published by the United States Department of Education.</p> <p>These guidelines are updated from time to time to reflect the most current changes in case law.</p>
6. Why did the United States Department of Education decide to promulgate the guidelines?	<p>In 1995, President Clinton asked the U.S. Secretary of Education and Attorney General to provide every public school district in the United States with a statement of principles addressing the extent to which religious expression and activity are permitted in public schools. The purpose of these guidelines was to end much of the confusion regarding religious expression in public schools that had developed over the years due to the many court decisions regarding state sponsored school prayer.</p>

Religion in Public Schools

7. What are the applicable statutes and rules?	Section 1002.205, F.S. -- Guidelines on Religious Expression Section 1003.45(2), F.S. -- Brief Meditation Period
8. Where can I get additional information?	Florida Department of Education Bureau of School Improvement (850) 245-0423 Florida House of Representatives Education Council (850) 488-7451

PUBLIC SCHOOLS
Funding/Finance



Education Council

Florida Education Finance Program (FEFP)

Fact Sheet

January 2005

1. What is the Florida Education Finance Program?	<p>The Florida Education Finance Program (FEFP) is the funding formula adopted by the Florida Legislature in 1973 to allocate funds appropriated by the Legislature to school districts for K-12 public school operations. The FEFP implements the constitutional requirement for a uniform system of free public education and is an allocation model based on individual student participation in educational programs. In order to ensure equalized funding, the FEFP takes into account:</p> <ul style="list-style-type: none">• the local property tax base.• costs of education programs.• district cost differential or DCD.• sparsity of student population.								
2. How are funds allocated?	<p>The FEFP uses a unit of measurement for each student called a full-time equivalent (FTE). One FTE equals one school year of instruction provided to a student. Generally, one FTE equals at least 720 hours of instruction in grades K-3 and at least 900 hours of instruction in grades 4-12.</p> <p>Surveys are taken twice during the regular school year in each school to determine the number of students or unweighted FTEs that are enrolled in one or more of seven programs, which include basic education programs; programs for students with limited English proficiency; exceptional student education (ESE) programs; and vocational education programs (two more surveys are taken during the summer to determine the number of FTEs for Department of Juvenile Justice students).</p> <p>Each program has an associated cost factor that adds weighting to an FTE. The program cost factor reflects the relative cost of serving students in each FEFP program. The additional weighting increases the amount of funds a district is eligible to receive since the FTE is multiplied by the program cost factor. FTEs and the related cost factors for FY 2004-05 are broken into the following two groups.</p> <table><tr><td colspan="2"><u>GROUP 1:</u></td></tr><tr><td><u>BASIC PROGRAMS</u></td><td><u>COST FACTOR</u></td></tr><tr><td>Grades K - 3</td><td>1.012</td></tr><tr><td>Grades 4-8</td><td>1.000</td></tr></table>	<u>GROUP 1:</u>		<u>BASIC PROGRAMS</u>	<u>COST FACTOR</u>	Grades K - 3	1.012	Grades 4-8	1.000
<u>GROUP 1:</u>									
<u>BASIC PROGRAMS</u>	<u>COST FACTOR</u>								
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Florida Education Finance Program (FEFP)

	<p>Grades 9-12 1.132</p> <p><i>Student enrollment in basic programs (Group 1) is not capped.</i></p> <p>GROUP 2:</p> <table> <tr> <th><u>EXCEPTIONAL STUDENT EDUCATION</u></th><th><u>COST FACTOR</u></th></tr> <tr> <td>ESE Support Level 4</td><td>3.948</td></tr> <tr> <td>ESE Support Level 5</td><td>5.591</td></tr> </table> <table> <tr> <th><u>ESOL</u></th><th><u>COST FACTOR</u></th></tr> <tr> <td>English for Speakers of Other Languages</td><td>1.302</td></tr> </table> <table> <tr> <th><u>VOCATIONAL EDUCATION PROGRAMS</u></th><th><u>COST FACTOR</u></th></tr> <tr> <td>Vocational Education, Grades 9-12</td><td>1.187</td></tr> </table>	<u>EXCEPTIONAL STUDENT EDUCATION</u>	<u>COST FACTOR</u>	ESE Support Level 4	3.948	ESE Support Level 5	5.591	<u>ESOL</u>	<u>COST FACTOR</u>	English for Speakers of Other Languages	1.302	<u>VOCATIONAL EDUCATION PROGRAMS</u>	<u>COST FACTOR</u>	Vocational Education, Grades 9-12	1.187
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<p>3. How is the FEFP calculated?</p>	<p>FEFP funds are determined by multiplying the number of unweighted full-time equivalent students (FTEs) in each of the educational programs by cost factors to obtain weighted FTEs. Weighted FTEs are then multiplied by a base student allocation, as determined by the Legislature (\$3,670 for FY 2004-2005), and by a district cost differential to determine the Base Funding from State and Local FEFP Funds. The following factors are added to the base funding to determine Total Funds (state and local FEFP dollars).</p> <p>Declining Enrollment Supplement - assists districts that have a declining student enrollment by providing half the revenue, which would have been lost to the district with the decline in the number of students served.</p> <p>Sparsity Supplement - assists rural districts with sparse student populations (20,000 or fewer students).</p> <p>ESE Guaranteed Allocation - provides lump sum guaranteed funds for mildly to moderately handicapped or gifted exceptional student education services.</p> <p>Safe Schools Allocation - provides funds for school safety based on student numbers and the Florida Department of Law Enforcement Crime Index.</p> <p>Supplemental Academic Instruction Allocation - provides flexible funds for districts to provide supplemental instruction in any manner and at any time during or beyond the regular</p>														

Florida Education Finance Program (FEFP)

	<p>school year. Funds may be used for strategies including: class size reduction, extended school year, summer school, after school classes, mentoring, tutoring, peer assistance, supplemental intensive reading instruction, and any other use determined by the school district to assist students in receiving a year's worth of knowledge in a year's time.</p> <p>Discretionary Tax Equalization - equalizes differences of local discretionary property taxes to \$50 per student.</p> <p>Minimum Guarantee Allocation - ensures a minimum level of funding per student for each school district.</p> <p>Total funds are comprised of state and local dollars. State funds are primarily generated from general revenue (sales tax revenue), while local funds are primarily generated from property tax revenue and are referred to as required local effort.</p> <p>Required local effort is the amount of funds the district receives from levying the state certified local effort millage rates on the district's ad valorem property. All districts levy the required millage, which raises more or less dollars per student depending on the value of the local property. The percentage provided from local sources ranges from 10% to 90% of the total. Section 1011.62(4), F.S., directs the Commissioner to adjust required local effort millage rates if the millage would produce more than 90% of a district's total FEFP entitlement. The millage rates of six districts are reduced by this provision.</p> <p>The amount of required local effort that each district must provide to participate in the FEFP is subtracted from the total State & Local FEFP dollars to determine state FEFP dollars. If a district has low property values, then the state funding, as a result of this subtraction, is greater. The converse is true if a district has high property values. This subtraction step equalizes the funding per student.</p>
<p>4. What are categorical program funds?</p>	<p>Categorical program funds are state funding allocations earmarked for certain programs or initiatives that can only be spent for the specific purposes of those programs or initiatives. These funds comprise a portion of total state funds for public school operations and are in addition to state FEFP funds.</p>

Florida Education Finance Program (FEFP)

	<p>The following categorical programs receive funding allocations during the current, 2004-2005, fiscal year:</p> <ul style="list-style-type: none"> • Instructional materials-\$234.4 million; • Public school technology-\$49.9 million; • Student transportation-\$440.2 million; • Teacher training-\$36.0 million; • Teachers lead program (teacher stipend for classroom supplies)-\$16.5 million; and • Class size reduction \$978.8 million.
<p>5. Can a school district use monies allocated for specific categorical programs to fund other types of instructional activities?</p>	<p>Yes, but only if a school district meets the criteria listed below.</p> <p>The school board must adopt a resolution at a regular school board meeting declaring that funds for specific categorical programs are needed to maintain other classroom instructional activities.</p> <p>The school board must include in its annual financial report to the DOE the amount of funds it transferred from each of the authorized categorical programs and the specific instructional activities for which the transferred funds were expended.</p> <p>A school district may only transfer funds from the following categorical programs in order to maintain other instructional activities:</p> <ul style="list-style-type: none"> • Public school technology. • Student transportation. • Teacher training. <p>Class size reduction operating categorical funds must be used to fund class size reduction; however, when the district has met its class size requirements the funds can be used for any lawful operating expenditure with priority given to increase teacher salaries and to implement the salary career ladder.</p> <p>Additionally, a school district may only transfer funds from the following FEFP supplements in order to maintain other instructional activities:</p> <ul style="list-style-type: none"> • Safe Schools allocation. • Supplemental Academic Instruction allocation.
<p>6. What are the applicable statutes and rules?</p>	<p>Section 1011.60, F.S. -- District Requirements for the FEFP. Section 1011.61, F.S. -- Definitions. Section 1011.62, F.S. -- FEFP Formula.</p> <p>Ch. 2004-268, L.O.F. -- General Appropriations Act</p>

Florida Education Finance Program (FEFP)

7. Where can I get additional information?	<p>Florida Department of Education School Business Services (850) 245-0406 www.firn.edu/doe</p> <p>Florida House of Representatives Fiscal Council (850) 488-6204</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>
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Education Council

Equity in School-Level Funding Act

Fact Sheet

January 2005

1. Why did the Legislature create the Equity in School-Level Funding Act?	<p>Prior to the creation of this legislation, the law did not require school boards to allocate funds to local schools in a specified manner. Therefore, the decision of how much money each school in the state received of the \$15 billion in public school funding was completely up to local school boards, and often schools were not funded equally.</p> <p>Therefore, the 2000 Legislature created the Equity in School-Level Funding Act (Ch. 2000-181, L.O.F.) to ensure that schools within a district receive at least an equitable percentage of Florida Education Finance Program (FEFP) funds based upon their student population. (Refer to the Florida Education Finance Program Fact Sheet.)</p>										
2. What is the Equity in School-Level Funding Act?	<p>Section 1011.69, F.S., requires each school district to allocate <u>FEFP, lottery and discretionary local revenue</u> to schools based on each school's share of the revenue earned. The effect of this change will be to cause school districts to treat all schools equitably in the allocation of FEFP funds.</p>										
3. When and how is the program to be implemented?	<p>The Equity in School-Level Funding Act was originally to be phased in over a four-year period beginning with the 2000-2001 school year. School boards were required to provide each school within the district <u>at least</u> a certain percentage of the funds generated by that school based upon the FEFP. The percentages were set as follows:</p> <table data-bbox="878 1314 1263 1493"> <thead> <tr> <th><u>School Year</u></th><th><u>Percentage</u></th></tr> </thead> <tbody> <tr> <td>2000-2001</td><td>50%</td></tr> <tr> <td>2001-2002</td><td>65%</td></tr> <tr> <td>2002-2003</td><td>80%</td></tr> <tr> <td>2003-2004</td><td>90%</td></tr> </tbody> </table> <p>However, SB 30A (2003 Legislative Session) amended s. 1011.69, F.S., to require district school boards to allocate to schools within the district an average of 90% of the funds generated by all schools and guarantee that each school receives at least 80% of the funds generated by that school.</p>	<u>School Year</u>	<u>Percentage</u>	2000-2001	50%	2001-2002	65%	2002-2003	80%	2003-2004	90%
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4. Is there an incentive in the Equity in School-Level Funding Act for principals to save funds at the school level?	<p>Yes. Prior to the Equity in School-Level Funding Act, any funds that an innovative principal saved during a particular school year could be taken back at the end of the school year by the district. There was no financial incentive for principals to be extra efficient or creative. The Equity in School-Level Funding Act provides an incentive by specifying that funds allocated to</p>										

Equity in School-Level Funding Act

	a school pursuant to the Act that are unused at the end of the fiscal year do not revert to the district. Instead these funds may be used for any purpose provided by law at the discretion of the school principal.
5. Does this law encompass ALL state and local funds for education?	No. Large amounts of money are left to be allocated to schools at the discretion of the local school boards, such as: technology funds, class size reduction operating categorical funds, construction funds, two-mill money, Supplemental Academic Instruction (SAI) funds, instructional materials funds, and transportation categorical funds. (Refer to the Education Facilities Resources (K-12), the Two-Mill Money, the Supplemental Academic Instruction, and the Student Transportation Fact Sheets.)
6. Are there any exceptions to who must participate in the Equity in School-Level Funding Act?	Yes. Districts that have applied for and been approved as academic performance-based charter districts are exempt from the provision of this act.
7. What are the applicable statutes and rules?	Section 1011.69, F.S. -- Equity in School-Level Funding Act.
8. Where can I get additional information?	<p>Florida Department of Education Office of Funding and Financial Reporting (850) 245-0405 www.firn.edu/doe</p> <p>Florida House of Representatives Fiscal Council (850) 488-6204</p>



Education Council

Supplemental Academic Instruction

Fact Sheet

January 2005

<p>1. What is the Supplemental Academic Instruction (SAI) fund?</p>	<p>In the 1999 Legislative Session, the Legislature created the SAI fund as part of the A+ Education Plan (Ch. 99-398, L.O.F.). This fund was created as a categorical fund to assist districts in providing supplemental instruction to students in kindergarten through grade 12. The instruction can be provided in any manner and at any time during or beyond the 180-day regular school year.</p> <p>In the 2000 Legislative Session, the SAI categorical fund was folded into the Florida Education Finance Program as a separate allocation; however, the fund is no longer considered a categorical. The flexible uses for the funds still remain.</p> <p>In the 2004-2005 General Appropriations Act, the Legislature appropriated \$653.9 million for supplemental academic instruction (Specific Appropriation 81).</p>
<p>2. Why was the fund initially created?</p>	<p>The fund was created for two main reasons: 1) to address the school districts' requests for more flexibility, and 2) to provide additional resources to districts to help students gain at least a year's worth of knowledge for each year in school. Before the creation of the SAI fund, districts were given resources for summer school and supplemental instruction with much more tightly controlled and restrictive funds.</p>
<p>3. For what purposes can SAI funds be used?</p>	<p>School districts have great flexibility with the use of the SAI funds. Districts may use the funds to provide supplemental instruction to any student in any manner at any time during or beyond the school year.</p> <p>Supplemental instruction strategies may include, but are not limited to:</p> <ul style="list-style-type: none"> • modified curriculum • reading instruction • after-school instruction • tutoring • mentoring • class size reduction • extension of the school year • intensive skills development in summer school • other methods

Supplemental Academic Instruction

4. Has summer school funding been eliminated?	No. SAI funds may still be used to provide summer school education. A district has complete discretion to use its own allocation of SAI funds in any manner and at any time that it believes will best provide supplemental instruction for the district's students. District A may choose to dedicate its entire allocation to after-school programs and Saturday morning classes, while District B may choose to dedicate its entire allocation to continue to provide summer school in the same fashion as it had traditionally.
5. Are districts required to use the funds solely for remediation?	<p>No. A district is not required to use the SAI funds solely for remediation. A district has complete discretion to use the funds in any manner and at any time that it believes will best provide supplemental instruction for the district's students.</p> <p>In s. 1001.42, F.S., the Legislature does encourage school boards to prioritize the use of the SAI funds to improve student performance in schools graded "D" or "F." However, this Legislative encouragement in no way restricts the local school board's determination of the use of the funds.</p>
6. What funding sources were initially used to create the fund?	In 1999, there were three funding sources that were combined to become a portion of the SAI Fund. These funds were: the K-8 summer school categorical, 9-12 FTE funds for summer school, and the weighted portion of dropout prevention funds.
7. What are the applicable statutes and rules?	Section 1011.62(1)(f), F.S. -- Supplemental Academic Instruction.
8. Where can I get additional information?	<p>Florida Department of Education School Business Services (850) 245-0406</p> <p>Florida House of Representatives Committee on Education Appropriations (850) 488-6204</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



1. What is the Sharpening the Pencil Act?

The 2001 Legislature passed the "Sharpening the Pencil Act" to improve school district management and use of resources and to identify potential cost savings. The Act requires each school district to undergo a "Best Financial Management Practices Review" once every five years and identifies those districts scheduled to undergo review each year of the five-year-cycle (See Question 6 regarding adjustments to the five-year-cycle).

Five-Year Review Cycle

Year	Districts
1	Hillsborough, Sarasota, Collier, Okaloosa, Alachua, St. Lucie, Santa Rosa, Hernando, Indian River, Monroe, Osceola, and Bradford.
2	Miami-Dade, Duval, Volusia, Bay, Columbia, Suwannee, Wakulla, Baker, Union, Hamilton, Jefferson, Gadsden, and Franklin.
3	Palm Beach, Orange, Seminole, Lee, Escambia, Leon, Levy, Taylor, Madison, Gilchrist, Gulf, Dixie, Liberty, and Lafayette.
4	Pinellas, Pasco, Marion, Manatee, Clay, Charlotte, Citrus, Highlands, Nassau, Hendry, Okeechobee, Hardee, DeSoto, and Glades.
5	Broward, Polk, Brevard, Lake, St. Johns, Martin, Putnam, Jackson, Flagler, Walton, Sumter, Holmes, Washington, and Calhoun.

2. What are the best financial management practices reviews?

The best financial management practices reviews examine a school district's operations at the individual program level. Best financial management practices are developed that include the following areas:

- management structures.
- performance accountability.
- efficient delivery of educational services.
- administrative and instructional technology.
- personnel systems and benefits management.
- facilities construction and maintenance.
- student transportation.
- food service operations.
- cost control systems.

<p>3. Who conducts the best financial management practices reviews?</p>	<p>The reviews may be conducted through contracted services with private firms or the OPPAGA staff. However, on the reviews that are contracted out to private consultants, the OPPAGA must train the consultants. The OPPAGA has the responsibility to assist the consultants and review their work in order to ensure consistency between reviews.</p>
<p>4. How do the best financial management practices reviews work?</p>	<p>The scope of the review focuses on the best financial management practices ("best practices") adopted by the Commissioner of Education; however, the OPPAGA may include additional items after seeking input from the district and the Department of Education.</p> <p>The process for conducting the best financial management practices reviews is as follows:</p> <ol style="list-style-type: none"> 1. Districts complete a self-assessment instrument on each best practice prior to the review. 2. The OPPAGA and the consultant conducting a review hold at least one advertised public forum to explain the review process and obtain input from students, parents, the business community, and other district residents. 3. The final report includes an "action plan" that stipulates the actions the district must take to address the problems or shortcomings identified by the review. 4. The school board must decide, (by majority plus one vote) within 90 days of receipt of the final report, whether or not to implement the action plan. 5. If a school board fails to vote on the action plan within 90 days, school board members may be required to appear and present testimony before a legislative committee. 6. No later than one year after receipt of the final report, the district must submit an initial status report on progress toward implementing the action plan and any changes bearing on compliance with best practices. 7. A second status report is made no later than one year after the initial report. 8. Following receipt of each status report, the OPPAGA assesses the district's implementation of the action plan. 9. Districts that successfully implement the best financial management practices within two years, or are determined in the review to be using best practices, are eligible to receive a "Seal of Best Financial Management" awarded by the State Board of Education effective for five years or until the next review is

Sharpening the Pencil Act

	completed. If all operational or policy changes comply with the best financial management practices, the district may request a waiver from the next scheduled review.																																													
5. What happens with the money that a school district saves by complying with the best practices?	Unrestricted cost savings resulting from implementation of the best financial management practices must be spent at the school and classroom levels for teacher salaries, teacher training, improved classroom facilities, student supplies, textbooks, classroom technology, and other direct student instructional activities.																																													
6. How can the statutorily established five-year-review cycle be adjusted?	<ul style="list-style-type: none">• If unforeseen circumstances prevent initiation of reviews scheduled in a given year, the Joint Legislative Auditing Committee may adjust the schedule of districts to be reviewed.• Additional reviews may be scheduled to address adverse financial conditions in specific districts. The Legislature may adjust the schedule in the GAA. For example, in the 2001 GAA, the Legislature directed the OPPAGA to contract for a best financial management practices review of the Hillsborough and Miami-Dade school districts, and during the 2001-2002 fiscal year, these school districts underwent best practices reviews.																																													
7. What is the status of the reviews?	<p>OPPAGA has completed all reviews for which funding was available. The districts reviewed and potential savings identified are listed below.</p> <p>Findings for the completed reviews indicate the following:</p> <table><tr><th>District</th><th>Percent of Best Practices Used</th><th>Possible Savings *</th></tr><tr><td>Alachua</td><td>72%</td><td>\$3.56 million</td></tr><tr><td>Bradford</td><td>74%</td><td>\$590,311</td></tr><tr><td>Collier</td><td>75%</td><td>\$56 million</td></tr><tr><td>Duval</td><td>71%</td><td>\$24.6 million</td></tr><tr><td>Franklin</td><td>65%</td><td>\$297,035</td></tr><tr><td>Gadsden</td><td>71%</td><td>\$709,000</td></tr><tr><td>Hernando</td><td>82%</td><td>\$2.5 million</td></tr><tr><td>Indian River</td><td>89%</td><td>\$117,500</td></tr><tr><td>Jefferson</td><td>71%</td><td>\$548,319</td></tr><tr><td>Monroe</td><td>80%</td><td>\$3.8 million</td></tr><tr><td>Santa Rosa</td><td>72%</td><td>\$4.9 million</td></tr><tr><td>Volusia</td><td>93%</td><td>\$10.9 million</td></tr><tr><td>Wakulla</td><td>81%</td><td>\$187,435</td></tr><tr><td>Total Potential Savings</td><td></td><td>\$105 million</td></tr></table>	District	Percent of Best Practices Used	Possible Savings *	Alachua	72%	\$3.56 million	Bradford	74%	\$590,311	Collier	75%	\$56 million	Duval	71%	\$24.6 million	Franklin	65%	\$297,035	Gadsden	71%	\$709,000	Hernando	82%	\$2.5 million	Indian River	89%	\$117,500	Jefferson	71%	\$548,319	Monroe	80%	\$3.8 million	Santa Rosa	72%	\$4.9 million	Volusia	93%	\$10.9 million	Wakulla	81%	\$187,435	Total Potential Savings		\$105 million
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Sharpening the Pencil Act

	<i>*with implementation of recommendations over a five-year period</i>
8. Who funds the reviews?	<p>The state funds the reviews, subject to an annual appropriation in the General Appropriations Act (GAA).</p> <p>The Legislature did not fund additional reviews in the 2003-2004 or 2004-2005 GAA.</p>
9. What are the applicable statutes and rules?	<p>Section 1008.35, F.S. -- Best financial management practices reviews.</p> <p>2002-2003 General Appropriations Act, Specific Appropriation 132 A</p> <p>2001-2002 General Appropriations Act, Specific Appropriation 147A</p>
10. Where can I get additional information?	<p>Florida Legislature Office of Program Policy Analysis and Governmental Accountability (OPPAGA) (850) 488-0021 www.oppaga.state.fl.us</p> <p>Reports can be obtained through the web site.</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>

PUBLIC SCHOOLS
Facilities/Capital Outlay



Education Council

Educational Facilities Resources (K-12)

Fact Sheet

January 2005

<p>1. What role does the state play in the provision of K-12 educational facilities?</p>	<p>Traditionally, the construction of new public school facilities or the expansion of existing facilities has been a local school board responsibility, with the state contributing approximately 20% of the funds for school construction. However, beginning with the 1997 Special Session on School Construction, the Florida Legislature increased the state's contribution through the provision of almost \$3 billion in additional funds. (Refer to the SMART Schools Act of 1997 Fact Sheet.)</p>
<p>2. What types of capital outlay funds are available to school districts?</p>	<p>School districts derive capital outlay funds from several sources, including:</p> <ul style="list-style-type: none"> • Public Education Capital Outlay and Debt Service Trust Fund (PECO). • Capital Outlay and Debt Service Fund (CO&DS). • Special Facility Construction Account. • Classrooms First Lottery Bond Program. • Effort Index Grant Program. • School Infrastructure Thrift (SIT) Program. • two mill money (nonvoted). • voted millage. • School Capital Outlay Tax -- "$\frac{1}{2}$ cent sales surtax" (voted); • local government infrastructure tax (voted). • bond referendum (voted). • impact fees. • Federal (grants) • other private sources.
<p>3. What is PECO?</p>	<p>PECO is a state program that provides funds to school districts from revenue derived from the gross receipts tax - a tax collected from the sale of utility services.</p> <p>PECO funds are appropriated for the maintenance, repair, and renovation of existing public school facilities and for the construction of new public school facilities.</p> <p>During the 2004-2005 fiscal year, school districts are eligible to receive \$194.3 million as PECO maintenance funds. PECO new construction funds were not appropriated for the 2004-2005 fiscal year. (Refer to the PECO Fact Sheet for more information.)</p>

Educational Facilities Resources (K-12)

<p>4. What is the Capital Outlay and Debt Service Fund?</p>	<p>The Capital Outlay and Debt Service (CO&DS) is another major state source of capital outlay revenue available to local school districts. This revenue is derived from the first sale of motor vehicle license tags.</p> <p>CO&DS funds are provided to school districts in two ways: (1) as net bond proceeds, or (2) as direct cash payments.</p> <p>Districts may choose to receive their CO&DS funds by either method; however, they must bond their CO&DS funds if they wish to receive revenue from the Classrooms First Program.</p> <p>In the 2003-2004 fiscal year, approximately \$21.4 million was provided to school districts as net bond proceeds and \$14.2 million as direct cash payments. Information for the 2004-2005 fiscal year is currently unavailable. (Refer to the Capital Outlay & Debt Service (CO&DS) for Public Schools Fact Sheet.)</p>
<p>5. What is the Special Facility Construction Account?</p>	<p>The Special Facility Construction Account is funded with PECO dollars and provides construction funds to school districts that have urgent construction needs but lack sufficient resources <u>and</u> cannot reasonably anticipate sufficient resources within three years in order to fund these construction needs.</p> <p>Typically, small, rural school districts are the only ones that qualify for this Account because their property tax values are too low to fund a single, new construction project. (Refer to the Special Facility Construction Account Fact Sheet.)</p>
<p>6. What is the Classrooms First Lottery Bond Program?</p>	<p>As part of the SMART Schools Act of 1997, the Legislature established a 20-year lottery-bonding program (Classrooms First) designed to provide more than \$2 billion in bonded lottery funds to school districts for the construction of classrooms.</p> <p>All 67 school districts receive a portion of these funds based upon a modified PECO distribution formula.</p> <p>As the name indicates, school districts must build classrooms first. <i>After</i> a school district has met its need for new classroom space, these funds may be used for major repairs or maintenance of existing facilities or the replacement of unsatisfactory relocatables. These funds are <i>not</i> to be used to purchase more relocatables. (Refer to the SMART Schools Act of 1997 Fact Sheet and the Classrooms First Program Fact Sheet.)</p>

Educational Facilities Resources (K-12)

<p>7. What is the Effort Index Grant Program?</p>	<p>The Effort Index Grant (EIG) Fund is a \$300 million program designed to provide <i>select</i> districts with funding for <i>new construction only</i> after a certain level of <i>local effort</i> is met.</p> <p>Districts may use these EIG funds for construction, renovation, repair, maintenance, or payment of debt service for these activities.</p> <p>As of June 30, 2004, \$299.7 million of the \$300 million in Effort Index Grants has been encumbered for school projects. (Refer to the SMART Schools Act of 1997 Fact Sheet.)</p>
<p>8. What is the School Infrastructure Thrift (SIT) Program?</p>	<p>The SIT (School Infrastructure Thrift) Program is an incentive fund created to encourage functional, frugal school construction. A school district can receive a SIT award for savings realized through functional, frugal construction. These awards are 50% of the savings on the statutorily defined cost-per-student station.</p> <p>As of June 30, 2004, SIT awards totaling \$239.5 million have been distributed to school districts for functional, frugal school construction. (Refer to the SMART Schools Act of 1997 Fact Sheet.)</p>
<p>9. What is "two mill" money?</p>	<p>"Two mill" money is a statutorily authorized levy of ad valorem property tax that districts may levy <u>without</u> voter approval.</p> <p>Districts may bond up to 75% of their two mill money to purchase certificates of participation (COPS) - a type of construction debt instrument used for school construction.</p> <p>In the 2003-2004 fiscal year, the statewide levy of two mill money provided an estimated \$1.92 billion in local capital outlay revenues to school districts. (Refer to the Two-Mill Money Fact Sheet.)</p>
<p>10. What is voted millage?</p>	<p>Current law provides for district millage elections. Voted millage is voter-approved millage levied on taxable property by school boards above and beyond the non-voted two-mill money. The millage must only be levied for a maximum period of two years.</p> <p>This fund source option is seldom used.</p>

<p>11. What is the $\frac{1}{2}$ cent sales surtax?</p>	<p>Section 212.055(6), F.S., provides for the School Capital Outlay Surtax - more commonly known as the $\frac{1}{2}$ cent sales tax. This tax may be levied by a school board after a favorable vote of the electorate through a local referendum and may not exceed .5%.</p> <p>According to the most recent information available, 14 school districts (Bay, Escambia, Flagler, Gulf, Jackson, Hernando, Leon, Manatee, Monroe, Orange, Polk, Santa Rosa, St. Lucie, & Volusia) have approved local referendums in order to assess a $\frac{1}{2}$ cent local sales surtax that is used to raise capital outlay revenues. (Refer to the School Capital Outlay Surtax Fact Sheet.)</p>
<p>12. What is the local government infrastructure tax?</p>	<p>Section 212.055(2), F.S., provides for the Local Government Infrastructure Surtax. The governing authority in each county may levy this .5% or 1% tax after a favorable vote of the electorate through a local referendum.</p> <p>Section 212.055(2)(c), F.S., provides that school districts with the consent of the county governing authority may participate in the tax.</p> <p>According to the most recent information available, eight counties (Clay, Hillsborough, Pinellas, Okaloosa, Lake, Osceola, Seminole, & Sarasota) levy a local government infrastructure surtax that provided revenue to local school districts for capital outlay purposes. (Refer to the Local Government Infrastructure Surtax Fact Sheet.)</p>
<p>13. What is a bond referendum?</p>	<p>A bond referendum is a school district election that allows the voters to decide whether or not the school district should issue bonds for the purpose of generating school capital outlay funds.</p> <p>Since the 1985-1986 fiscal year, around 20 school districts have approved local bond referendums in order to fund school district capital outlay needs. (Refer to the Bond Referendum Fact Sheet.)</p>
<p>14. What are school impact fees?</p>	<p>School impact fees are fees levied on residential developments to provide revenue to offset the "impact" of that development on educational facilities needs.</p> <p>Only 18 school districts are eligible to receive revenues from the collection of impact fees that are assessed by their respective counties. (Refer to the School Impact Fees Fact Sheet.)</p>

Educational Facilities Resources (K-12)

<p>15. What are the applicable statutes and rules?</p>	<p>Section 9(a)(2), Art. XII of the State Constitution – PECO. Section 9(d), Art. XII of the State Constitution -- CO&DS. Section 24.121(2), F.S. -- Allocation for Classrooms First. Section 212.055(2), F.S. -- Local Government Infrastructure Surtax. Section 212.055(6), F.S. -- School Capital Outlay Surtax. Sections 1010.40-1010.59, F.S. -- School District Bonds. Section 1011.71(2), F.S. -- Non-Voted Two-Mill Levy of Ad Valorem Property Taxes. Section 1011.71(5)(a), F.S. -- Uses for two-mill money. Section 1011.71(5)(b), F.S. -- Schedule for use of two-mill money in capital budget. Section 1011.73, F.S. -- District Millage Elections. Section 1013.42, F.S. -- SIT Program. Section 1013.64(1), F.S. -- PECO (maintenance, repair, renovation). Section 1013.64(2), F.S. -- Special Facility Construction Acct. Section 1013.65, F.S. -- Allocation of PECO Funds. Section 1013.68, F.S. -- Classrooms First Program. Section 1013.72, F.S. -- SIT Program award eligibility. Section 1013.73, F.S. -- Effort Index Grants.</p> <p>Chapter 2003-397, L.O.F. -- General Appropriations Act</p>
<p>16. Where can I get additional information?</p>	<p>Florida Department of Education Office of Educational Facilities (850) 245-0494 www.firn.edu/doe/edfacil</p> <p>Florida House of Representatives Fiscal Council (850) 488-6204</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

SMART Schools Act of 1997

Fact Sheet

January 2005

<p>1. What led to the 1997 Special Session on Educational Facilities?</p>	<p>Before 1995, the Department of Education (DOE) housed the Office of Educational Facilities (office). This office was responsible for oversight of the site planning and placement of schools, the Florida Inventory of School Houses (FISH) database, and capital need surveys of school construction across the State. This office was eliminated during the 1995 Legislative Session in an attempt to give more local control to districts in their school construction programs.</p> <p>Soon after the school districts were given local control over their school construction programs, the issue of school overcrowding resurfaced. The Legislature, having concluded that the 1995 attempt to give districts control of their school construction programs had led to this crisis, responded to the school overcrowding crisis by enacting House Bill 2121 which required specific cost/square foot and minimum space requirements on new school construction. In addition, districts were required to limit their use of local millage to specific capital expenditures. House Bill 2121 immediately became a source of great tension between the districts and the Legislature.</p> <p>In November 1997, the Governor called the Legislature into special session to again deal with the issue of school overcrowding. During this session, House Bill 2121 was repealed and Ch. 97-384, L.O.F., the "SMART Schools Act" was passed.</p>
<p>2. What is the SMART Schools Act?</p>	<p>The "SMART Schools Act" (Soundly-Made, Accountable, Reasonable and Thrifty Schools Act) was the Legislature's long-term solution to school overcrowding. This Act was based on four basic principles: (1) provide <i>immediate assistance</i> to the school districts; (2) maintain <i>functional, frugal</i> school construction standards; (3) be a <i>balanced plan</i> with respect to all 67 school districts; and (4) raise <i>no new taxes</i>.</p> <p>To accomplish a long-term solution and obey the principles established, the Legislature included seven components to the SMART Schools Plan:</p> <ol style="list-style-type: none">1) Classrooms First Funding2) SIT Program

	<p>3) Effort Index Grant Fund</p> <p>4) SMART Schools Clearinghouse</p> <p>5) Small County Assistance</p> <p>6) 5-year Capital Plans</p> <p>7) Frugal Schools Program (This program was eliminated by the 2002 Legislature.)</p>
3. What is Classrooms First?	<p>Classrooms First Funding is a \$2 billion lottery bonding program. The Legislature made a 20 year pledge of approximately \$180 million a year toward school construction. Depending on their new school needs, districts may choose to receive their funding as bond proceeds or cash. All 67 school districts receive a portion of these funds based on a modified Public Education Capital Outlay (PECO) distribution.</p> <p>As the name indicates, districts must build "Classrooms First." After a school district has met its need for new classroom space, these funds may be used for major repair or maintenance or the replacement of unsatisfactory relocatables. These funds are <i>not</i> to be used to purchase more relocatables. This component of the SMART Schools Plan provided immediate funding assistance to the school districts. (Refer to the Classrooms First Program Fact Sheet.)</p>
4. What is the SIT program?	<p>The SIT (School Infrastructure Thrift) Program is an incentive fund created to encourage functional, frugal school construction. A school district can receive a SIT award for "savings realized through functional, frugal construction."</p> <p>These awards are 50% of the savings on the statutorily defined cost-per-student station.</p>
5. What are Effort Index Grants?	<p>The Effort Index Grant (EIG) Fund was originally a \$400 million, long-term incentive program designed to provide <i>select</i> districts with funding for <i>new construction only</i> if these districts still had a <i>need</i> for new student stations after a certain level of <i>local effort</i> was met.</p> <p>The EIG program was amended in the 1999 Legislative Session to do the following:</p> <ul style="list-style-type: none"> • EIG funds were allocated to 4 districts identified by the SMART Schools Clearinghouse as being eligible for the original Effort Index Grant Program. Clay County was allocated \$7,442,890, Dade County was allocated \$62,755,920, Hendry County was allocated \$1,628,590, and Madison County was allocated \$414,950. • \$100 million from the EIG fund was transferred to the SIT

	<p>program.</p> <ul style="list-style-type: none"> The remaining \$227.8 million of effort index grant funds was distributed based on the 1997 Classrooms First distribution formula to districts which either (1) received, between July 1, 1995, and June 30, 1999, direct proceeds from the one cent sales surtax for public school capital outlay or any portion of the local government infrastructure sales surtax; or (2) met any two of the following criteria: <ul style="list-style-type: none"> a) levy the full 2 mills of nonvoted discretionary capital outlay during 1995 - 1999; b) levy a cumulative voted millage equal to 2.5 mills for fiscal years 1995 - 1999; c) receive proceeds of school impact fees greater than \$500 per dwelling unit which were in effect on July 1, 1998; or <ul style="list-style-type: none"> d) receive direct proceeds from either the one cent sales tax for school capital outlay or any portion of the local government infrastructure sales surtax. <p>Districts may use these EIG funds for construction, renovation, repair, maintenance, or payment of debt service for said activities.</p>
<p>6. What is the SMART Schools Clearinghouse?</p>	<p>The SMART Schools Clearinghouse Board was comprised of five members appointed by the Governor, Speaker of the House of Representatives, and President of the Senate, responsible for making recommendations for SIT Program awards. The Clearinghouse recommended frugal construction standards and reviewed school districts' performance in meeting established design and construction standards in the five-year work plans.</p> <p>Before the 1999 Legislative Session, the SMART Schools Clearinghouse also made recommendations for the distribution of Effort Index Grant funds.</p> <p>Chapter 2001-170, L.O.F., eliminated the SMART Schools Clearinghouse Board and moved the Clearinghouse back to the Department of Education into the Office of Educational Facilities and SMART Schools Clearinghouse. This move was in response to the good work already completed by the Clearinghouse board and as part of a consolidation in the education governance structure.</p>

7. What is the Small County Assistance Program?	The Small County Assistance Program was another portion of the SMART Schools Act of 1997 that provide immediate assistance in funding school construction. This program provided a one time \$50 million appropriation from bond proceeds for construction, repair, renovation or remodeling in small, rural districts. Districts received grants in a manner similar to the Special Facilities Construction Account.
8. What is a five-year district facilities' work plan?	Each school district must annually prepare a five-year district facilities' work plan. The program must provide for public hearings and input. The program will reflect the estimated revenues, needs, a schedule of all capital outlay projects, and major repair and renovation projects and project costs. (Before the SMART School Act, districts had only a one-year capital plan.)
9. What other goals are in the SMART Schools Act?	<p>While the SMART Schools Act created or modified all the above-mentioned programs, it also did the following with respect to school facilities:</p> <ul style="list-style-type: none"> • set as a goal that by July 1, 2003, all relocatables over 20 years of age are removed and relocatables at overcrowded schools are decreased by half (this goal has been changed to push it back at school district request). • established relocatable standards. • established functional, frugal costs per student station. <p>The Commissioner of Education must also establish construction standards for long-term relocatables (those used as classrooms for a period of 4+ years in the same location) by July 1, 2000. This replacement date was amended in the 2002 session to require the replacement of relocatables that did not meet the new relocatable standards by July 1, 2003.</p>
10. What is the total amount of SIT, Classroom First, and Effort Index Grant awards provided to date?	<p>As of June 30, 2004, SIT awards totaling \$239.5 million have been distributed to school districts for the construction of functional, frugal public schools. As of June 30, 2004, \$1.8 billion in Classrooms First awards has been encumbered for specific school projects.</p> <p>In addition, as of June 30, 2004, \$299.7 million of the \$300 million in Effort Index Grants has been encumbered for school projects.</p>
11. What has been the impact of this legislation?	Since the passage of the Smart Schools Act in the 1997 Special Session, districts have been incentivized to build functional, frugal schools as evidenced by the awards given in the SIT Program. The State's increased role in the construction of local schools has made Florida, except for

SMART Schools Act of 1997

	Hawaii and Alaska, one of the largest state contributors to local school construction.
12. What are the applicable statutes and rules?	<p>Section 1013.04, F.S. -- Five year capital plan. Section 1013.05, F.S. -- SMART Schools Clearinghouse. Section 1013.20, F.S. -- Standards for relocatables. Section 1013.21, F.S. -- Goal to reduce relocatables. Section 1013.35, F.S. -- Five year capital plan. Section 1013.42, F.S. -- SIT Program. Section 1013.64(6)(b), F.S. -- Cost per student station. Section 1013.68, F.S. -- Classrooms First Program. Section 1013.72, F.S. -- SIT Program award eligibility. Section 1013.73, F.S. -- Effort Index Grants.</p>
13. Where can I get additional information?	<p>See the following fact sheets: Educational Facilities Fact Sheet Small Schools/School-Within-a-School Fact Sheet</p> <p>Florida Department of Education Office of Educational Facilities (850) 245-0494 http://www.firn.edu/doe/oef/lotteryprograms.htm</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

Public Education Capital Outlay (PECO) Funds for Public Schools

Fact Sheet

January 2005

1. What is the Public Education Capital Outlay and Debt Service Trust Fund (PECO)?

PECO is a state program that provides funds to school districts from revenue derived from a tax collected on the gross receipts from the sale of utility services.

There are two types of PECO funds for school districts: (1) PECO maintenance dollars and (2) PECO new construction dollars.

2. How are PECO maintenance dollars distributed to school districts?

PECO maintenance dollars are distributed to school districts by a formula that is based upon the square footage and age of "satisfactory" school facilities within the district.

School districts can declare facilities "unsatisfactory;" however, when this is done, these facilities are not used in the calculation for PECO maintenance dollars.

The table below illustrates district PECO funding for the maintenance, repair, and renovation of existing public school facilities for the last four fiscal years.

School District	01-02	02-03	03-04	04-05
Alachua	\$3,771,990	\$1,373,358	\$2,356,179	\$3,376,659
Baker	\$482,323	\$173,345	\$306,575	\$443,803
Bay	\$2,456,238	\$828,133	\$1,430,051	\$2,078,756
Bradford	\$603,996	\$197,302	\$318,611	\$507,859
Brevard	\$6,715,362	\$2,425,876	\$4,237,907	\$5,928,776
Broward	\$18,660,790	\$6,085,735	\$10,977,710	\$16,605,789
Calhoun	\$365,270	\$128,997	\$218,139	\$307,156
Charlotte	\$1,412,374	\$493,353	\$917,475	\$1,282,723
Citrus	\$1,449,778	\$517,900	\$922,099	\$1,318,842
Clay	\$2,799,161	\$1,002,911	\$1,343,271	\$2,656,042
Collier	\$2,204,035	\$810,848	\$1,494,386	\$2,186,727
Columbia	\$1,299,455	\$389,839	\$671,597	\$973,898
Dade	\$25,540,091	\$9,391,734	\$16,313,560	\$23,562,702
DeSoto	\$529,541	\$166,785	\$304,492	\$426,947
Dixie	\$277,525	\$97,628	\$165,392	\$241,026
Duval	\$13,507,124	\$4,890,066	\$8,311,465	\$11,774,559
Escambia	\$5,209,188	\$1,869,909	\$3,022,264	\$4,215,818
Flagler	\$497,792	\$185,226	\$341,840	\$523,567
Franklin	\$281,794	\$99,993	\$168,586	\$231,813
Gadsden	\$1,112,402	\$351,390	\$576,725	\$852,401
Gilchrist	\$146,660	\$54,939	\$98,915	\$148,990
Glades	\$187,627	\$65,780	\$115,185	\$162,910

Public Education Capital Outlay (PECO) Funds for Public Schools

	School District	01-02	02-03	03-04	04-05
	Gulf	\$428,197	\$148,498	\$253,853	\$355,414
	Hamilton	\$498,009	\$121,339	\$184,931	\$266,088
	Hardee	\$680,743	\$245,039	\$451,220	\$654,683
	Hendry	\$599,026	\$226,890	\$384,283	\$576,528
	Hernando	\$1,205,865	\$457,356	\$850,365	\$1,238,909
	Highlands	\$1,157,648	\$429,501	\$786,915	\$1,130,931
	Hillsborough	\$15,017,112	\$5,544,985	\$9,722,246	\$14,207,694
	Holmes	\$400,571	\$134,469	\$227,397	\$308,207
	Indian River	\$1,659,006	\$605,699	\$1,082,233	\$2,011,624
	Jackson	\$1,108,603	\$344,058	\$568,911	\$826,110
	Jefferson	\$339,353	\$121,123	\$211,587	\$297,856
	Lafayette	\$109,090	\$39,998	\$69,966	\$97,791
	Lake	\$3,005,600	\$1,087,949	\$2,113,448	\$3,149,807
	Lee	\$4,669,261	\$1,736,356	\$3,181,187	\$4,691,102
	Leon	\$3,582,907	\$1,211,003	\$2,332,483	\$3,368,671
	Levy	\$780,120	\$253,719	\$402,453	\$622,860
	Liberty	\$194,410	\$68,989	\$112,007	\$161,958
	Madison	\$470,391	\$161,241	\$164,790	\$233,529
	Manatee	\$2,964,319	\$1,050,415	\$1,614,446	\$2,570,561
	Marion	\$3,210,303	\$1,353,613	\$2,207,780	\$3,406,354
	Martin	\$1,512,418	\$567,543	\$994,362	\$1,472,984
	Monroe	\$1,598,740	\$579,096	\$857,205	\$1,166,229
	Nassau	\$922,500	\$338,625	\$619,626	\$860,472
	Okaloosa	\$3,049,153	\$1,127,153	\$1,987,216	\$2,769,012
	Okeechobee	\$735,068	\$235,364	\$435,720	\$613,672
	Orange	\$13,726,146	\$5,094,485	\$7,998,164	\$12,241,731
	Osceola	\$1,779,587	\$651,982	\$1,210,376	\$1,875,100
	Palm Beach	\$10,867,061	\$3,523,588	\$6,334,652	\$9,470,636
	Pasco	\$3,719,422	\$1,387,748	\$2,591,195	\$3,778,361
	Pinellas	\$12,226,504	\$4,416,522	\$7,700,110	\$10,921,878
	Polk	\$9,278,672	\$3,411,003	\$5,954,524	\$8,724,048
	Putnam	\$1,569,671	\$567,664	\$1,002,361	\$1,451,703
	St. Johns	\$1,545,653	\$568,596	\$1,023,063	\$1,461,894
	St. Lucie	\$1,986,470	\$690,924	\$1,170,462	\$1,764,004
	Santa Rosa	\$1,813,879	\$642,746	\$1,096,683	\$1,558,282
	Sarasota	\$3,609,752	\$1,301,746	\$2,163,676	\$3,589,035
	Seminole	\$3,379,418	\$1,249,029	\$2,051,614	\$3,016,519
	Sumter	\$679,391	\$245,190	\$405,526	\$543,879
	Suwannee	\$700,155	\$230,576	\$372,301	\$527,739
	Taylor	\$476,501	\$171,920	\$291,498	\$433,869
	Union	\$293,664	\$106,856	\$191,786	\$270,043
	Volusia	\$5,005,495	\$1,837,991	\$3,129,208	\$4,577,767
	Wakulla	\$376,689	\$130,004	\$235,018	\$341,714
	Walton	\$543,141	\$196,599	\$335,439	\$475,946
	Washington	\$545,569	\$178,985	\$294,574	\$433,672
	TOTALS	\$213,531,769	\$76,395,222	\$131,981,284	\$194,324,629
3. What is the recent funding history of PECO monies for the	PECO funds are derived from the gross receipts tax and are therefore variable based on economic conditions. The table below illustrates statewide funding for the last four fiscal years.				

Public Education Capital Outlay (PECO) Funds for Public Schools

maintenance, repair, and renovation of existing public school facilities?	<table><tr><td>01-02</td><td>02-03</td><td>03-04</td><td>04-05</td></tr><tr><td>\$213.5 million</td><td>\$76.4 million</td><td>\$132 million</td><td>\$194.3 million</td></tr></table>	01-02	02-03	03-04	04-05	\$213.5 million	\$76.4 million	\$132 million	\$194.3 million																																																																																																																															
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4. How are PECO new construction dollars distributed to school districts?	<p>PECO new construction dollars are distributed to school districts using a two-piece formula.</p> <p>Forty percent of PECO new construction dollars are distributed based upon the average student population in the district over the last four years.</p> <p>Sixty percent of PECO new construction dollars are distributed based upon the district's growth over the last four years. District growth is calculated as the difference between the most recent historical enrollment as compared to the highest during the previous three years.</p> <p>The table below illustrates district PECO funding for the construction of new public school facilities for the past four fiscal years.</p> <table><tr><th>School District</th><th>00-01</th><th>01-02</th><th>02-03</th><th>03-04</th></tr><tr><td>Alachua</td><td>\$778,295</td><td>\$1,499,604</td><td>\$1,314,123</td><td>\$550,627</td></tr><tr><td>Baker</td><td>\$107,352</td><td>\$175,095</td><td>\$216,804</td><td>\$111,531</td></tr><tr><td>Bay</td><td>\$596,059</td><td>\$1,190,982</td><td>\$1,344,354</td><td>\$724,677</td></tr><tr><td>Bradford</td><td>\$141,552</td><td>\$277,740</td><td>\$139,895</td><td>\$180,098</td></tr><tr><td>Brevard</td><td>\$2,998,253</td><td>\$3,939,402</td><td>\$4,342,715</td><td>\$2,190,729</td></tr><tr><td>Broward</td><td>\$18,687,908</td><td>\$34,558,017</td><td>\$28,253,830</td><td>\$7,722,916</td></tr><tr><td>Calhoun</td><td>\$52,476</td><td>\$85,964</td><td>\$111,243</td><td>\$55,974</td></tr><tr><td>Charlotte</td><td>\$1,493,620</td><td>\$1,308,106</td><td>\$1,269,424</td><td>\$674,673</td></tr><tr><td>Citrus</td><td>\$761,258</td><td>\$1,200,111</td><td>\$657,237</td><td>\$428,352</td></tr><tr><td>Clay</td><td>\$1,006,008</td><td>\$1,852,758</td><td>\$2,190,891</td><td>\$1,621,719</td></tr><tr><td>Collier</td><td>\$2,871,130</td><td>\$4,708,037</td><td>\$4,313,432</td><td>\$2,594,878</td></tr><tr><td>Columbia</td><td>\$287,855</td><td>\$420,972</td><td>\$394,342</td><td>\$272,538</td></tr><tr><td>Dade</td><td>\$17,272,947</td><td>\$27,017,107</td><td>\$22,141,897</td><td>\$8,547,337</td></tr><tr><td>DeSoto</td><td>\$110,092</td><td>\$246,749</td><td>\$286,545</td><td>\$104,453</td></tr><tr><td>Dixie</td><td>\$51,578</td><td>\$127,055</td><td>\$77,187</td><td>\$38,213</td></tr><tr><td>Duval</td><td>\$3,136,162</td><td>\$4,566,685</td><td>\$6,878,731</td><td>\$3,063,085</td></tr><tr><td>Escambia</td><td>\$1,639,390</td><td>\$1,838,873</td><td>\$1,839,451</td><td>\$724,569</td></tr><tr><td>Flagler</td><td>\$336,930</td><td>\$1,040,007</td><td>\$864,993</td><td>\$825,805</td></tr><tr><td>Franklin</td><td>\$35,138</td><td>\$51,797</td><td>\$57,865</td><td>\$23,851</td></tr><tr><td>Gadsden</td><td>\$176,238</td><td>\$272,316</td><td>\$247,439</td><td>\$114,793</td></tr><tr><td>Gilchrist</td><td>\$120,840</td><td>\$100,087</td><td>\$86,998</td><td>\$96,301</td></tr><tr><td>Glades</td><td>\$56,793</td><td>\$38,125</td><td>\$36,148</td><td>\$17,591</td></tr><tr><td>Gulf</td><td>\$84,231</td><td>\$110,042</td><td>\$86,805</td><td>\$63,720</td></tr><tr><td>Hamilton</td><td>\$50,998</td><td>\$77,929</td><td>\$70,587</td><td>\$34,689</td></tr><tr><td>Hardee</td><td>\$122,726</td><td>\$187,156</td><td>\$171,924</td><td>\$248,910</td></tr><tr><td>Hendry</td><td>\$217,233</td><td>\$526,651</td><td>\$390,915</td><td>\$278,557</td></tr></table>	School District	00-01	01-02	02-03	03-04	Alachua	\$778,295	\$1,499,604	\$1,314,123	\$550,627	Baker	\$107,352	\$175,095	\$216,804	\$111,531	Bay	\$596,059	\$1,190,982	\$1,344,354	\$724,677	Bradford	\$141,552	\$277,740	\$139,895	\$180,098	Brevard	\$2,998,253	\$3,939,402	\$4,342,715	\$2,190,729	Broward	\$18,687,908	\$34,558,017	\$28,253,830	\$7,722,916	Calhoun	\$52,476	\$85,964	\$111,243	\$55,974	Charlotte	\$1,493,620	\$1,308,106	\$1,269,424	\$674,673	Citrus	\$761,258	\$1,200,111	\$657,237	\$428,352	Clay	\$1,006,008	\$1,852,758	\$2,190,891	\$1,621,719	Collier	\$2,871,130	\$4,708,037	\$4,313,432	\$2,594,878	Columbia	\$287,855	\$420,972	\$394,342	\$272,538	Dade	\$17,272,947	\$27,017,107	\$22,141,897	\$8,547,337	DeSoto	\$110,092	\$246,749	\$286,545	\$104,453	Dixie	\$51,578	\$127,055	\$77,187	\$38,213	Duval	\$3,136,162	\$4,566,685	\$6,878,731	\$3,063,085	Escambia	\$1,639,390	\$1,838,873	\$1,839,451	\$724,569	Flagler	\$336,930	\$1,040,007	\$864,993	\$825,805	Franklin	\$35,138	\$51,797	\$57,865	\$23,851	Gadsden	\$176,238	\$272,316	\$247,439	\$114,793	Gilchrist	\$120,840	\$100,087	\$86,998	\$96,301	Glades	\$56,793	\$38,125	\$36,148	\$17,591	Gulf	\$84,231	\$110,042	\$86,805	\$63,720	Hamilton	\$50,998	\$77,929	\$70,587	\$34,689	Hardee	\$122,726	\$187,156	\$171,924	\$248,910	Hendry	\$217,233	\$526,651	\$390,915	\$278,557
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Public Education Capital Outlay (PECO) Funds for Public Schools

School District	00-01	01-02	02-03	03-04
Hernando	\$807,847	\$1,437,150	\$1,776,511	\$1,021,646
Highlands	\$268,040	\$573,452	\$731,296	\$340,161
Hillsborough	\$12,046,330	\$14,073,367	\$12,974,708	\$11,589,090
Holmes	\$85,674	\$132,543	\$118,964	\$57,536
Indian River	\$492,239	\$647,588	\$1,030,201	\$684,148
Jackson	\$186,866	\$283,599	\$258,359	\$204,111
Jefferson	\$49,547	\$72,772	\$66,367	\$38,639
Lafayette	\$40,015	\$95,346	\$46,368	\$22,134
Lake	\$1,524,367	\$2,012,112	\$2,888,731	\$2,544,152
Lee	\$3,236,996	\$6,104,721	\$5,815,177	\$3,392,118
Leon	\$744,699	\$1,723,856	\$1,418,887	\$732,171
Levy	\$192,377	\$209,552	\$201,842	\$133,886
Liberty	\$26,858	\$43,436	\$38,589	\$38,500
Madison	\$74,702	\$116,345	\$188,588	\$52,152
Manatee	\$1,887,094	\$4,488,868	\$4,028,817	\$1,711,157
Marion	\$1,968,019	\$3,801,532	\$3,465,147	\$1,558,389
Martin	\$794,205	\$1,088,042	\$1,283,720	\$1,191,594
Monroe	\$210,913	\$390,267	\$351,505	\$158,142
Nassau	\$229,314	\$586,002	\$682,765	\$314,553
Okaloosa	\$760,704	\$1,207,886	\$981,631	\$501,576
Okeechobee	\$165,950	\$374,812	\$227,371	\$158,284
Orange	\$12,414,877	\$16,180,665	\$14,691,633	\$6,014,426
Osceola	\$2,834,396	\$3,630,232	\$5,340,330	\$3,681,454
Palm Beach	\$8,391,546	\$17,572,818	\$18,976,879	\$7,292,911
Pasco	\$3,318,186	\$5,336,062	\$5,853,978	\$3,300,821
Pinellas	\$5,993,765	\$7,818,860	\$7,768,201	\$3,076,017
Polk	\$2,989,095	\$4,640,566	\$3,817,449	\$3,970,169
Putnam	\$294,331	\$473,648	\$554,949	\$239,384
St. Johns	\$1,189,809	\$2,890,195	\$2,243,027	\$2,038,113
St. Lucie	\$1,310,816	\$1,659,977	\$2,510,092	\$1,721,173
Santa Rosa	\$1,092,512	\$1,275,864	\$1,699,956	\$959,425
Sarasota	\$2,981,712	\$2,837,308	\$3,218,031	\$1,545,980
Seminole	\$3,047,225	\$5,008,785	\$4,419,589	\$2,288,825
Sumter	\$131,210	\$298,920	\$278,089	\$150,395
Suwannee	\$197,384	\$211,715	\$211,976	\$113,073
Taylor	\$90,629	\$213,615	\$198,095	\$70,549
Union	\$50,768	\$79,713	\$75,546	\$36,123
Volusia	\$2,384,191	\$3,664,023	\$3,413,928	\$1,984,002
Wakulla	\$96,026	\$322,152	\$147,535	\$100,976
Walton	\$180,511	\$296,871	\$306,124	\$364,541
Washington	\$265,065	\$171,959	\$175,398	\$144,393
TOTALS	\$128,239,872	\$201,464,563	\$192,262,124	\$96,847,475

Due to a PECO revenue decline, the 2004 Legislature did not appropriate PECO dollars for school districts as in past years. There is no specific PECO appropriation for new construction in 2004-05 to be allocated across all school districts; however, the GAA does include \$100 million in General Revenue for Classrooms for Kids which can be used for construction in accordance with s. 1013.735, F.S.

Public Education Capital Outlay (PECO) Funds for Public Schools

5. What is the recent funding history of PECO monies for the construction of new public school facilities?	<p>The table below illustrates funding for the last four fiscal years.</p> <table><tr><th>00-01</th><th>01-02</th><th>02-03</th><th>03-04</th></tr><tr><td>\$128.2 million</td><td>\$201.5 million</td><td>\$192.3 million</td><td>\$96.8 million</td></tr></table> <p>See note above on 2004-05 fiscal year funding.</p>	00-01	01-02	02-03	03-04	\$128.2 million	\$201.5 million	\$192.3 million	\$96.8 million
00-01	01-02	02-03	03-04						
\$128.2 million	\$201.5 million	\$192.3 million	\$96.8 million						
6. What are the applicable statutes and rules?	<p>Section 9(a)(2), Art. XII of the State Constitution -- PECO.</p> <p>Section 1013.64(1), F.S. -- PECO (maintenance, repair, renovation). Section 1013.65, F.S. -- Allocation of PECO Funds.</p>								
7. Where can I get additional information?	<p>Florida Department of Education Office of Educational Facilities (850) 245-0494 www.firn.edu/doe/edfacil</p> <p>Florida House of Representatives Fiscal Council (850) 488-6204</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>								



Education Council

Capital Outlay & Debt Service (CO&DS) Fund for Public Schools

Fact Sheet

January 2005

1. What is the Capital Outlay & Debt Service Fund (CO&DS)?	<p>CO&DS is another major state source of capital outlay revenue available to local school districts. This revenue is derived from the first sale of motor vehicle license tags.</p> <p>CO&DS funds are provided to school districts in two ways: (1) as net bond proceeds, or (2) as direct cash payments.</p> <p>Districts may choose to receive their CO&DS funds by either method; however, they must bond their CO&DS funds if they wish to receive revenue from the Classrooms First Program.</p>								
2. What is the recent school district funding history of CO&DS monies derived from net bond proceeds?	<p>During the 2003-2004 fiscal year, it is estimated that \$21.4 million in CO&DS funds derived from net bond proceeds will solely finance school district construction needs. The table below illustrates school district funding for the last four fiscal years.</p> <table><tr><th>2000-2001</th><th>2001-2002</th><th>2002-2003</th><th>2003-2004</th></tr><tr><td>\$14 million</td><td>\$25.4 million</td><td>\$42 million</td><td>\$21.4 million</td></tr></table> <p>Fluctuations in total amounts are caused by school and community college participation levels and bonding capacity.</p>	2000-2001	2001-2002	2002-2003	2003-2004	\$14 million	\$25.4 million	\$42 million	\$21.4 million
2000-2001	2001-2002	2002-2003	2003-2004						
\$14 million	\$25.4 million	\$42 million	\$21.4 million						
3. What is the recent funding history of CO&DS monies provided to school districts as direct cash payments?	<p>During the 2003-2004 fiscal year, \$14.2 million in CO&DS funds, in the form of direct cash payments to school districts, will partially finance their school construction needs. The table below illustrates school district funding for the last four fiscal years.</p> <table><tr><th>2000-2001</th><th>2001-2002</th><th>2002-2003</th><th>2003-2004</th></tr><tr><td>\$12.2 million</td><td>\$15.6 million</td><td>\$15.4 million</td><td>\$14.2 million</td></tr></table>	2000-2001	2001-2002	2002-2003	2003-2004	\$12.2 million	\$15.6 million	\$15.4 million	\$14.2 million
2000-2001	2001-2002	2002-2003	2003-2004						
\$12.2 million	\$15.6 million	\$15.4 million	\$14.2 million						
4. For what purposes can CO&DS monies be used?	<p>According to Section 9(d), Art. XII of the State Constitution, CO&DS funds must be used to acquire, build, construct, alter, remodel, improve, enlarge, furnish, equip, maintain, renovate, or repair school district capital outlay projects.</p>								

Capital Outlay & Debt Service (CO&ODs) Fund for Public Schools

5. What are the applicable statutes and rules?	Section 9(d), Art. XII of the State Constitution -- CO&DS
6. Where can I get additional information?	<p>Florida Department of Education Office of Educational Facilities (850) 245-0494 www.firn.edu/doe/edfacil</p> <p>Florida House of Representatives Fiscal Council (850) 488-6204</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

Special Facility Construction Account

Fact Sheet

January 2005

1. What is the Special Facility Construction Account?	<p>The Special Facility Construction Account is funded with Public Education Capital Outlay (PECO) dollars and provides construction funds to school districts that have urgent construction needs but lack sufficient resources <u>and</u> cannot reasonably anticipate sufficient resources within three years in order to fund these construction needs.</p> <p>Typically, small, rural school districts are the only ones that qualify for this Account because their property tax values are too low to fund a single, new construction project.</p>
2. Are there limits on the number of construction projects a school district may receive funding for from the Special Facility Construction Account?	<p>Yes. A school district is not eligible to receive funding from the Special Facility Construction Account for more than one construction project during any three-year period.</p>
3. Does a school district have to meet certain criteria in order to receive funds from the Special Facility Construction Account?	<p>Yes. A school district must meet several criteria in order to receive funds from the Special Facility Construction Account, including:</p> <ul style="list-style-type: none">• the construction project must be deemed a critical need and must be recommended for funding by the Special Facility Construction Committee.• the total cost per student station of the facility under construction must not exceed the cost per student station prescribed in law and adjusted annually by the Consumer Price Index (approximately \$13,264 per elementary school student station; \$15,208 per middle school student station; \$20,125 per high school student station as of September 2003).• the school district must levy two mills against its nonexempt assessed property value and pledge three years of these revenues toward the project; OR the district may pledge the equivalent amount of voter approved half-cent sales tax revenue to the project.• the school district must have the Department of Education certify the school district's inability to fund the construction project from currently authorized sources of capital outlay revenue.

Special Facility Construction Account

4. What is the history of the Special Facility Construction Account?	Since the 1981-1982 fiscal year, the Department of Education reports that the Special Facility Construction Account has funded 57 separate school district construction projects totaling \$685.9 million. Approximately 69% of the total amount has been funded by the State, while approximately 31% of the total amount has been funded by local school districts.																								
5. Did the Legislature appropriate funds from the Special Facility Construction Account for the 2004-2005 fiscal year?	<p>Yes. The Legislature appropriated \$71.4 million from the Special Facility Construction Account in order to fund seven school district construction projects during the 2004-2005 fiscal year. The table below illustrates the distribution of the appropriation.</p> <table><tr><th>School District</th><th>Amount of Funds</th><th>Type of New School to be Built</th></tr><tr><td>Flagler County</td><td>\$16,724,888</td><td>6-12 School</td></tr><tr><td>Gadsden County</td><td>\$10,050,000</td><td>6-12 School</td></tr><tr><td>Glades County</td><td>\$5,539,685</td><td>K-6 School</td></tr><tr><td>Hardee County</td><td>\$17,250,000</td><td>K-8 School</td></tr><tr><td>Holmes County</td><td>\$6,661,356</td><td>K-8 School</td></tr><tr><td>Levy County</td><td>\$8,450,000</td><td>6-12 School</td></tr><tr><td>Washington Co.</td><td>\$6,698,716</td><td>9-12 School</td></tr></table>	School District	Amount of Funds	Type of New School to be Built	Flagler County	\$16,724,888	6-12 School	Gadsden County	\$10,050,000	6-12 School	Glades County	\$5,539,685	K-6 School	Hardee County	\$17,250,000	K-8 School	Holmes County	\$6,661,356	K-8 School	Levy County	\$8,450,000	6-12 School	Washington Co.	\$6,698,716	9-12 School
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Levy County	\$8,450,000	6-12 School																							
Washington Co.	\$6,698,716	9-12 School																							
6. What are the applicable statutes and rules?	Section 1013.64(2), F.S. -- Special Facility Construction Account																								
7. Where can I get additional information?	<p>Florida Department of Education Office of Educational Facilities, (850) 245-0494 www.firn.edu/doe/edfacil</p> <p>Florida House of Representatives Fiscal Council (850) 488-6204</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>																								



Education Council

Classrooms First Program

Fact Sheet

January 2005

<p>1. What is the Classrooms First Lottery Bond Program?</p>	<p>As part of the SMART Schools Act of 1997, the Legislature established a 20-year lottery-bonding program (Classrooms First) designed to provide more than \$2 billion in bonded lottery funds to school districts for the construction of classrooms.</p> <p>All 67 school districts receive a portion of these funds based upon a modified PECO distribution formula.</p> <p>As the name indicates, school districts must build classrooms first. <i>After</i> a school district has met its need for new classroom space, these funds may be used for major repairs or maintenance of existing facilities or the replacement of unsatisfactory relocatables. These funds are <i>not</i> to be used to purchase more relocatables.</p> <p>(Refer to the SMART Schools Act of 1997 Fact Sheet.)</p>
<p>2. How do school districts receive these dollars?</p>	<p>School districts may choose to receive these dollars as cash payments or as bonded proceeds.</p> <p>The only way for a school district to receive these funds as cash payments is for the school board and superintendent to certify to the Legislature that they have no need for additional new classrooms.</p> <p>As of the 2003-2004 fiscal year, six school districts (Calhoun, Flagler, Franklin, Glades, Jefferson, & Taylor) have certified that they have no need for new classrooms and are receiving these funds as cash payments.</p>
<p>3. How much Classrooms First funding has been provided to school districts since the 1997 Special Session?</p>	<p>As of June 30, 2004, \$1.9 billion in Classrooms First awards have been disbursed to school districts.</p>
<p>4. What are the applicable statutes and rules?</p>	<p>Section 24.121(2), F.S. -- Allocation of revenues and expenditure of funds for public education.</p> <p>Section 1013.68, F.S. -- Classrooms First Program.</p>

5. Where can I get additional information?	<p>Florida Department of Education Office of Educational Facilities (850) 245-0494</p> <p>Florida House of Representatives Fiscal Council (850) 488-6204</p> <p>Florida House of Representatives Education Council (850)488-7451</p>
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Education Council Two-Mill Money

Fact Sheet

January 2005

1. What is "two-mill" money?	<p>"Two-mill" money is a statutorily authorized levy of ad valorem property tax that districts may levy <u>without</u> voter approval.</p> <p>Districts may bond up to 75% of their two-mill money to purchase certificates of participation (COPS) - a type of construction debt instrument used for school construction.</p>																				
2. What is a "mill"?	<p>One mill represents a 1/1000 (.001) tax on property.</p> <p>In other words, a one-mill levy provides \$1 in tax revenue for every \$1,000 in taxable property.</p> <p>A one mill levied against property valued at \$100,000 would generate \$100 in property tax revenue.</p>																				
3. Do all school districts levy their full two mills of ad valorem property taxes in order to raise local capital outlay revenues?	<p>No. School districts have the option, but are not required, to levy two mills of ad valorem property taxes in order to raise local capital outlay revenues.</p> <p>Specifically, 58 of 67 school districts levied two mills of ad valorem property taxes in order to raise capital outlay revenues during the 2003-2004 fiscal year. The remaining 9 school districts levied between 0 mills to 1.701 mills of ad valorem property taxes in order to raise capital outlay revenues during the 2003-2004 fiscal year.</p>																				
4. Which districts do not levy their full two mills?	<p>The following districts did not levy their full two mills during the 2003-2004 fiscal year: Calhoun, Gulf, Jackson, Liberty, Monroe, Okaloosa, Orange, Santa Rosa, and Walton.</p> <p>The table below summarizes the estimated amount of revenue generated by school districts that levied up to two mills of ad valorem property taxes for the 2003-2004 and 2004-2005 fiscal years.</p> <table><tr><th>School District</th><th>2003-2004 Actual Mills Levied</th><th>2003-2004 Estimated Revenue (\$) from Mills Levied</th><th>2004-2005 Estimated Revenue (\$) from Mills Levied</th></tr><tr><td>Alachua</td><td>2.000</td><td>15,633,288</td><td>17,040,612</td></tr><tr><td>Baker</td><td>2.000</td><td>913,568</td><td>1,011,205</td></tr><tr><td>Bay</td><td>2.000</td><td>16,554,752</td><td>18,339,516</td></tr><tr><td>Bradford</td><td>2.000</td><td>1,133,441</td><td>1,199,455</td></tr></table>	School District	2003-2004 Actual Mills Levied	2003-2004 Estimated Revenue (\$) from Mills Levied	2004-2005 Estimated Revenue (\$) from Mills Levied	Alachua	2.000	15,633,288	17,040,612	Baker	2.000	913,568	1,011,205	Bay	2.000	16,554,752	18,339,516	Bradford	2.000	1,133,441	1,199,455
School District	2003-2004 Actual Mills Levied	2003-2004 Estimated Revenue (\$) from Mills Levied	2004-2005 Estimated Revenue (\$) from Mills Levied																		
Alachua	2.000	15,633,288	17,040,612																		
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Two-Mill Money

	Brevard	2.000	43,749,647	50,371,258
	Broward	2.000	207,953,659	230,717,402
	Calhoun	0.000	0	0
	Charlotte	2.000	21,929,773	26,070,298
	Citrus	2.000	12,755,462	14,123,662
	Clay	2.000	11,336,280	12,831,334
	Collier	2.000	92,279,933	102,889,949
	Columbia	2.000	3,105,029	3,345,460
	DeSoto	2.000	2,012,498	2,099,785
	Dixie	2.000	747,041	793,701
	Duval	2.000	74,749,219	80,534,359
	Escambia	2.000	19,512,931	21,976,163
	Flagler	2.000	9,089,952	11,534,782
	Franklin	2.000	3,252,304	4,214,970
	Gadsden	2.000	1,896,752	2,017,989
	Gilchrist	2.000	725,968	803,084
	Glades	2.000	878,130	928,061
	Gulf	1.250	1,656,392	2,165,082
	Hamilton	2.000	1,021,286	1,074,109
	Hardee	2.000	2,762,817	2,791,181
	Hendry	2.000	3,115,822	3,378,678
	Hernando	2.000	11,201,169	12,605,973
	Highlands	2.000	6,387,365	6,922,811
	Hillsborough	2.000	101,559,612	111,806,430
	Holmes	2.000	613,445	661,553
	Indian River	2.000	21,478,471	24,363,747
	Jackson	0.000	0	0
	Jefferson	2.000	696,597	748,556
	Lafayette	2.000	298,699	309,543
	Lake	2.000	20,901,840	23,592,458
	Lee	2.000	86,279,820	100,110,084
	Leon	2.000	19,891,320	21,719,768
	Levy	2.000	2,308,071	2,650,000
	Liberty	0.000	0	0
	Madison	2.000	789,281	914,101
	Manatee	2.000	37,148,560	42,377,864
	Marion	2.000	19,514,056	22,249,579
	Martin	2.000	26,696,901	31,233,762
	Miami-Dade	2.000	262,240,171	297,406,315
	Monroe	1.000	14,796,250	17,461,639
	Nassau	2.000	8,919,658	9,931,099
	Okaloosa	1.701	16,414,164	18,347,829
	Okeechobee	2.000	2,462,610	2,955,132
	Orange	2.000	93,207,183	101,116,554
	Osceola	2.000	24,260,661	27,343,306
	Palm Beach	2.000	197,451,368	222,979,685
	Pasco	2.000	27,767,165	32,343,601
	Pinellas	2.000	99,472,759	109,892,114

Two-Mill Money

	Polk	2.000	37,723,029	41,304,939
	Putnam	2.000	5,251,258	5,592,917
	St. Johns	2.000	25,080,276	28,492,221
	St. Lucie	2.000	21,638,286	27,134,121
	Santa Rosa	1.400	7,725,388	8,592,172
	Sarasota	2.000	68,279,404	77,666,467
	Seminole	2.000	39,620,802	42,748,324
	Sumter	2.000	4,001,240	4,631,771
	Suwannee	2.000	1,700,690	1,807,551
	Taylor	2.000	1,709,445	1,819,861
	Union	2.000	338,048	346,113
	Volusia	2.000	43,263,486	49,238,582
	Wakulla	2.000	1,344,552	1,607,250
	Walton	1.393	8,991,201	11,254,873
	Washington	2.000	1,061,905	1,124,857
	TOTALS		1,919,252,150	2,157,657,617
5. How much revenue did two-mill money generate during the 2003-2004 fiscal year?	In the 2003-2004 fiscal year, the statewide levy of two-mill money provided an estimated \$1.92 billion in local capital outlay revenues to school districts.			
6. For what purposes can two-mill revenue be used?	<p>Two-mill money can only be used for:</p> <ul style="list-style-type: none"> • construction, renovation, remodeling, maintenance, and repair of school facilities; • purchase, lease, or lease-purchase of equipment, educational facilities, and construction materials <i>directly related to the delivery of student instruction</i>; • rental or lease of existing buildings or for conversion of these buildings for use as educational facilities; • opening day collection for library media center of a new school; • purchase, lease, or lease-purchase of school buses; or • servicing payments related to COPS for any purpose prior to 1997. 			
7. Are districts allowed to use two-mill money for operations?	<p>Prior to the 1997 Special Session on School Construction, the Legislature authorized school districts to use some of their two-mill construction money for operations.</p> <p>During special session it was learned that some school districts were transferring up to 85% of their two-mill construction dollars into their operating budgets.</p> <p>In the SMART Schools Act of 1997, the Legislature eliminated the ability of school districts to transfer these funds to their operating budget and required that all school districts begin ratcheting back the percentage of two-mill</p>			

	<p>funds previously used in the operating budget back to the capital budget. (Refer to the SMART Schools Act of 1997 Fact Sheet.)</p> <p>Current law provides for the time line by which school districts must ratchet back these funds to their capital outlay budget.</p>
8. Can voters have a portion of their property taxes reduced if they approve a local sales tax surcharge through a referendum?	<p>Yes. Under current law, local voters have the option of approving a $\frac{1}{2}$ cent sales tax surcharge in order to raise capital outlay revenues under the condition that a portion of the two mills of ad valorem property taxes is reduced while the $\frac{1}{2}$ cent sales tax surcharge is in effect. (Refer to the School Capital Outlay Surtax Fact Sheet.)</p> <p>In September 2002, Orange County voters approved the levy of a $\frac{1}{2}$ cent sales surtax for 13 years in order to raise capital outlay revenues under the condition that a $\frac{1}{2}$ mill of ad valorem property taxes is reduced while the $\frac{1}{2}$ cent sales tax surcharge is in effect.</p>
9. What are the applicable statutes and rules?	<p>Section 1011.71(2), F.S. -- Non-Voted Two-Mill Levy of Ad Valorem Property Taxes.</p> <p>Section 1011.71(5)(a), F.S. -- Uses for two-mill money.</p> <p>Section 1011.71(5)(b), F.S. -- Schedule for use of two-mill money in capital budget.</p> <p>Section 1011.715, F.S. -- Resolution regarding school capital outlay surcharge.</p>
10. Where can I get additional information?	<p>Florida Department of Education Office of Educational Facilities (850) 245-0494 www.firn.edu/doe/edfacil</p> <p>Florida House of Representatives Fiscal Council (850) 488-6204</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

School Capital Outlay Surtax (half-cent sales tax)

Fact Sheet

January 2005

1. What is the half-cent sales tax?	Section 212.055(6), F.S., provides for the School Capital Outlay Surtax - more commonly known as the half-cent sales tax. This tax may be levied by a school board after a favorable vote of the electorate through a local referendum and may not exceed .5%.																																																									
2. How many school districts have held local referendums in order to assess a half-cent sales tax?	<p>According to the most recent information available, 18 school districts have held local referendums in order to assess a local sales surtax that is used to raise capital outlay revenues. The table below identifies the school districts that have held local referendums, results of the referendums, and amounts of surtaxes that were considered through the referendums.</p> <table><tr><th>School District</th><th>Result of Referendum</th><th>Amount of Potential Surtax</th></tr><tr><td>Bay County</td><td>Passed (1998)</td><td>.5 cents</td></tr><tr><td>DeSoto County</td><td>Failed (1995)</td><td>.5 cents</td></tr><tr><td>Escambia County</td><td>Passed (1997)</td><td>.5 cents</td></tr><tr><td>Gulf County</td><td>Passed (1996)</td><td>.5 cents</td></tr><tr><td>Flagler County</td><td>Passed (2002)</td><td>.5 cents</td></tr><tr><td>Hernando County</td><td>Passed (1998)</td><td>.5 cents</td></tr><tr><td>Hillsborough County</td><td>Failed (1995)</td><td>.5 cents</td></tr><tr><td>Jackson County</td><td>Passed (1996)</td><td>.5 cents</td></tr><tr><td>Lake County</td><td>Failed (1999)</td><td>.5 cents</td></tr><tr><td>Leon County</td><td>Passed (2002)</td><td>.5 cents</td></tr><tr><td>Manatee County</td><td>Passed (2002)</td><td>.5 cents</td></tr><tr><td>Marion County</td><td>Failed (1997)</td><td>.5 cents</td></tr><tr><td>Monroe County</td><td>Passed (1995)</td><td>.5 cents</td></tr><tr><td>Orange County</td><td>Passed (2002)</td><td>.5 cents</td></tr><tr><td>Polk</td><td>Passed (2003)</td><td>.5 cents</td></tr><tr><td>Santa Rosa County</td><td>Passed (1997)</td><td>.5 cents</td></tr><tr><td>St. Lucie County</td><td>Passed (1996)</td><td>.5 cents</td></tr><tr><td>Volusia County</td><td>Passed (2001)</td><td>.5 cents</td></tr></table> <p>Overall, 14 school districts have approved local referendums in order to assess a half-cent local sales surtax that is used to raise capital outlay revenues.</p>	School District	Result of Referendum	Amount of Potential Surtax	Bay County	Passed (1998)	.5 cents	DeSoto County	Failed (1995)	.5 cents	Escambia County	Passed (1997)	.5 cents	Gulf County	Passed (1996)	.5 cents	Flagler County	Passed (2002)	.5 cents	Hernando County	Passed (1998)	.5 cents	Hillsborough County	Failed (1995)	.5 cents	Jackson County	Passed (1996)	.5 cents	Lake County	Failed (1999)	.5 cents	Leon County	Passed (2002)	.5 cents	Manatee County	Passed (2002)	.5 cents	Marion County	Failed (1997)	.5 cents	Monroe County	Passed (1995)	.5 cents	Orange County	Passed (2002)	.5 cents	Polk	Passed (2003)	.5 cents	Santa Rosa County	Passed (1997)	.5 cents	St. Lucie County	Passed (1996)	.5 cents	Volusia County	Passed (2001)	.5 cents
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3. How much revenue will the voter-approved half-cent sales taxes generate?	The assessment of the 14 local half-cent sales surtaxes will generate over \$4 billion (at the end of the life of the surtaxes) in order to fund school district capital outlay needs.																																																									

School Capital Outlay Surtax

4. For what purposes can half-cent sales tax revenues be used?	According to s. 212.055(6), F.S., half-cent sales tax revenues can be used for fixed capital expenditures or fixed capital costs associated with the construction, reconstruction, or improvement of school facilities and campuses that have a useful life expectancy of five or more years, and any land acquisition, land improvement, design, and engineering costs associated with such facilities and campuses.
5. Can voters approve a half-cent sales tax surcharge under the condition that a portion of their property taxes is reduced?	<p>Yes. Under current law, local voters have the option of approving a half-cent sales tax surcharge in order to raise capital outlay revenues under the condition that a portion of the two mills of ad valorem property taxes is reduced while the $\frac{1}{2}$ cent sales tax surcharge is in effect. (Refer to the Two-Mill Money Fact Sheet.)</p> <p>In September 2002, Orange County voters approved the levy of a half-cent sales surtax for 13 years in order to raise capital outlay revenues under the condition that a half- mill of ad valorem property taxes is reduced while the half-cent sales tax surcharge is in effect.</p>
6. What are the applicable statutes and rules?	Section 212.055(6), F.S. -- School Capital Outlay Surtax. Section 1011.715, F.S. -- Resolution regarding school capital outlay surcharge.
7. Where can I get additional information?	<p>Florida Department of Education Office of Educational Facilities (850) 245-0494 www.firn.edu/doe/edfacil</p> <p>Florida House of Representatives Fiscal Council (850) 488-6204</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

Local Government Infrastructure Surtax

Fact Sheet

January 2005

1. What is the Local Government Infrastructure Surtax?	<p>Section 212.055(2), F.S., provides for the Local Government Infrastructure Surtax. The governing authority in each county may levy this .5% or 1% tax after a favorable vote of the electorate through a local referendum.</p> <p>Section 212.055(2)(c), F.S., provides that school districts with the consent of the county governing authority may participate in the tax.</p>																														
2. How many counties have held local referendums in order to assess a local government infrastructure surtax in which a portion of the funds is to be used for school construction?	<p>According to the most recent information available, 9 counties have held local referendums in the last 10 years in order to assess a local government infrastructure sales surtax that is used to raise capital outlay revenues. The table below identifies the counties that have held local referendums, results of the referendums, and amounts of surtaxes that were considered through the referendums.</p> <table><tr><th>School District</th><th>Result of Referendum</th><th>Amount of Potential Surtax</th></tr><tr><td>Broward County</td><td>Failed (1995)</td><td></td></tr><tr><td>Clay County</td><td>Passed (1998)</td><td>\$24 million</td></tr><tr><td>Hillsborough County</td><td>Passed (1996)</td><td>\$1.4 billion</td></tr><tr><td>Lake County</td><td>Passed (2001)</td><td>\$166 million</td></tr><tr><td>Okaloosa County</td><td>Passed (1995)</td><td>\$79 million</td></tr><tr><td>Osceola County</td><td>Passed (1999)</td><td>\$71 million</td></tr><tr><td>Pinellas County</td><td>Passed (1997)</td><td>\$15 million</td></tr><tr><td>Sarasota County</td><td>Passed (1997)</td><td>\$124 million</td></tr><tr><td>Seminole County</td><td>Passed (2001)</td><td>\$133 million</td></tr></table> <p>Overall, eight counties have approved local referendums in order to assess a local government infrastructure sales surtax that is used to raise capital outlay revenues.</p>	School District	Result of Referendum	Amount of Potential Surtax	Broward County	Failed (1995)		Clay County	Passed (1998)	\$24 million	Hillsborough County	Passed (1996)	\$1.4 billion	Lake County	Passed (2001)	\$166 million	Okaloosa County	Passed (1995)	\$79 million	Osceola County	Passed (1999)	\$71 million	Pinellas County	Passed (1997)	\$15 million	Sarasota County	Passed (1997)	\$124 million	Seminole County	Passed (2001)	\$133 million
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3. How much revenue will the voter-approved local government infrastructure tax generate for school construction?	<p>The assessment of the local government infrastructure sales surtaxes will generate \$2 billion (at the end of the life of the surtaxes) in order to fund school district capital outlay needs.</p>																														

Local Government Infrastructure Surtax

4. For what purposes may the local government infrastructure tax revenues be used?	Section 212.055(2), F.S., provides that a county may distribute proceeds of the revenues generated from the local government infrastructure sales surtax to its school district for any fixed capital expenditure or fixed capital outlay costs associated with the construction, reconstruction, or improvement of public facilities that have a life expectancy of five or more years, and any land acquisition, land improvement, design, and engineering costs associated with such public facilities.
5. What are the applicable statutes and rules?	Section 212.055(2), F.S. -- Local Government Infrastructure Surtax.
6. Where can I get additional information?	<p>Florida Department of Education School Business Services (850) 245-9120 www.firn.edu/doe/edfacil</p> <p>Florida House of Representatives Fiscal Council (850) 488-6204</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council Bond Referendum

Fact Sheet

January 2005

1. What is a bond referendum?	A bond referendum is a school district election that allows the voters to decide whether or not the school district should issue bonds for the purpose of generating school capital outlay funds.																																																															
2. How many school districts have approved local bond referendums in order to fund school district capital outlay needs?	<p>Since the 1985-1986 fiscal year, 19 school districts have approved local bond referendums in order to fund school district capital outlay needs. The table below provides a general summary of the school districts that have approved local bond referendums.</p> <table><tr><th>School District</th><th>Fiscal Year</th><th>Amount of Bonds</th></tr><tr><td>Alachua County</td><td>1988-1989</td><td>\$100.0 million</td></tr><tr><td>Broward County</td><td>1986-1987</td><td>\$317.0 million</td></tr><tr><td>Charlotte County</td><td>1987-1988</td><td>\$37.0 million</td></tr><tr><td>Duval County</td><td>1986-1987</td><td>\$199.0 million</td></tr><tr><td>Flagler County</td><td>1988-1989</td><td>\$19.3 million</td></tr><tr><td>Hernando County</td><td>1987-1988</td><td>\$44.0 million</td></tr><tr><td>Indian River County</td><td>1990-1991</td><td>\$61.4 million</td></tr><tr><td>Leon County</td><td>1987-1988</td><td>\$86.1 million</td></tr><tr><td>Marion County</td><td>1986-1987</td><td>\$60.0 million</td></tr><tr><td>Miami-Dade County</td><td>1987-1988</td><td>\$980.0 million</td></tr><tr><td>Osceola County</td><td>1986-1987</td><td>\$40.7 million</td></tr><tr><td>Palm Beach County</td><td>1986-1987</td><td>\$317.0 million</td></tr><tr><td>Pasco County</td><td>1986-1987</td><td>\$62.0 million</td></tr><tr><td>Putnam County</td><td>1986-1987</td><td>\$22.0 million</td></tr><tr><td>St. Johns County</td><td>1988-1989</td><td>\$47.0 million</td></tr><tr><td>St. Lucie County</td><td>1995-1996</td><td>\$60.0 million</td></tr><tr><td>Seminole County</td><td>1985-1986</td><td>\$105.0 million</td></tr><tr><td>Volusia County</td><td>1985-1986</td><td>\$112.0 million</td></tr><tr><td>Wakulla County</td><td>1994-1995</td><td>\$8.0 million</td></tr><tr><td>TOTAL</td><td></td><td>\$2.68 billion</td></tr></table> <p>Overall, the bonds issued total \$2.68 billion and the net proceeds from the bonds are used to fund school district capital outlay needs.</p>	School District	Fiscal Year	Amount of Bonds	Alachua County	1988-1989	\$100.0 million	Broward County	1986-1987	\$317.0 million	Charlotte County	1987-1988	\$37.0 million	Duval County	1986-1987	\$199.0 million	Flagler County	1988-1989	\$19.3 million	Hernando County	1987-1988	\$44.0 million	Indian River County	1990-1991	\$61.4 million	Leon County	1987-1988	\$86.1 million	Marion County	1986-1987	\$60.0 million	Miami-Dade County	1987-1988	\$980.0 million	Osceola County	1986-1987	\$40.7 million	Palm Beach County	1986-1987	\$317.0 million	Pasco County	1986-1987	\$62.0 million	Putnam County	1986-1987	\$22.0 million	St. Johns County	1988-1989	\$47.0 million	St. Lucie County	1995-1996	\$60.0 million	Seminole County	1985-1986	\$105.0 million	Volusia County	1985-1986	\$112.0 million	Wakulla County	1994-1995	\$8.0 million	TOTAL		\$2.68 billion
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3. For what purposes can bond referendum revenues be used?	Current law authorizes school boards to propose the issuance of bonds for the purpose of acquiring, building, enlarging, furnishing, or improving buildings or school grounds of the public schools within their school districts. School boards are required to submit a resolution to the Department of Education (DOE) specifying the amount and use of the funds																																																															

Bond Referendum

	that would be generated from the issuance of bonds. If the DOE approves the resolution, the school board is authorized to hold a bond referendum election.
4. What are the applicable statutes and rules?	Sections 1010.40-1010.59, F.S. -- School District Bonds
5. Where can I get additional information?	<p>Florida Department of Education Office of Educational Facilities (850) 245-0494</p> <p>SMART Schools Clearinghouse (850) 245-9239 http://smartschools.state.fl.us</p> <p>Florida House of Representatives Fiscal Council (850) 488-6204</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council School Impact Fees

Fact Sheet

January 2005

1. What are impact fees?	Impact fees are charges imposed by local governments against new development. These charges represent a total or partial reimbursement for the cost of additional facilities or services necessary as a result of the new development. Rather than imposing the cost of the additional facilities or services upon the general public, impact fees shift the capital expense burden of growth from the general public to the developer and new residents.
2. What is the purpose of impact fees?	Impact fees have been successfully levied for the purpose of funding the expansion of water and sewer facilities, the construction of road improvements, the expansion of parks, and the construction of school facilities.
3. What are the legal characteristics of impact fees?	<p>Impact fees are not statutorily authorized or constitutionally mandated. Consequently, the characteristics and limitations of impact fees are stipulated in Florida case law. In order to withstand legal challenge, impact fees must possess the following characteristics:</p> <ul style="list-style-type: none">• the fee is levied on new development or new expansion of existing development;• the fee is a one-time charge, although its collection may be spread out over time;• the fee is earmarked for <u>capital outlay only; operating costs are not included</u>; and• the fee represents a proportional share of the cost of the facilities needed to serve the new development.
4. Do all school districts receive revenues from the collection of impact fees?	No. The most current information indicates that only 16 school districts are eligible to receive revenues from the collection of impact fees that are assessed by their respective counties. School districts eligible to benefit from impact fee collections include Broward, Citrus, Clay, Collier, Hernando, Hillsborough, Lake, Martin, Miami-Dade, Orange, Osceola, Palm Beach, Pasco, Seminole, St. Johns, St. Lucie, and Volusia.
5. How much revenue has been generated through the collection of impact fees for the purpose of school construction?	During the 2002-2003 fiscal year, the collection of impact fees generated an aggregate amount of \$131.7 million for the purpose of school construction. This amount reflects an increase of approximately 52% since the 1997-1998 fiscal year. Information relating to the amount of revenue generated through the collection of impact fees during the 2003-2004 fiscal year is not currently available. The table below provides a general summary of the collection of impact fees for the last four available fiscal years.

School Impact Fees

	<table><tr><th>School District</th><th>1999-2000</th><th>2000-2001</th><th>2001-2002</th><th>2002-2003</th></tr><tr><td>Broward</td><td>\$13.2 million</td><td>\$6.3 million</td><td>\$35.6 million</td><td>\$39.4 million</td></tr><tr><td>Citrus</td><td>\$0.2 million</td><td>\$0.4 million</td><td>\$0.6 million</td><td>\$1.5 million</td></tr><tr><td>Clay</td><td></td><td></td><td>\$0.2 million</td><td></td></tr><tr><td>Collier</td><td>\$8.0 million</td><td>\$9.0 million</td><td>\$9.0 million</td><td>\$10.0 million</td></tr><tr><td>Hernando</td><td>\$1.4 million</td><td>\$1.4 million</td><td>\$1.4 million</td><td>\$3.7 million</td></tr><tr><td>Hillsborough</td><td>\$1.6 million</td><td>\$1.6 million</td><td>\$1.6 million</td><td>\$1.6 million</td></tr><tr><td>Lake</td><td>\$2.4 million</td><td>\$3.8 million</td><td>\$3.7 million</td><td>\$3.9 million</td></tr><tr><td>Martin</td><td>\$1.0 million</td><td>\$1.1 million</td><td>\$1.1 million</td><td>\$1.1 million</td></tr><tr><td>Miami-Dade</td><td>\$13.5 million</td><td>\$15.0 million</td><td>\$18.0 million</td><td>\$19.3 million</td></tr><tr><td>Orange</td><td>\$2.5 million</td><td>\$21.8 million</td><td>\$22.5 million</td><td>\$23.6 million</td></tr><tr><td>Osceola</td><td>\$7.9 million</td><td>\$6.8 million</td><td>\$7.0 million</td><td>\$7.3 million</td></tr><tr><td>Palm Beach</td><td>\$6.0 million</td><td>\$6.0 million</td><td>\$9.0 million</td><td>\$8.0 million</td></tr><tr><td>Pasco</td><td>\$0</td><td>\$0</td><td>\$1.0 million</td><td>\$4.0 million</td></tr><tr><td>Seminole</td><td>\$3.0 million</td><td>\$4.5 million</td><td>\$3.5 million</td><td>\$3.1 million</td></tr><tr><td>St. Johns</td><td>\$0.6 million</td><td>\$0.0 million</td><td>\$1.5 million</td><td>\$1.2 million</td></tr><tr><td>St. Lucie</td><td>\$1.1 million</td><td>\$1.2 million</td><td>\$1.0 million</td><td>\$1.0 million</td></tr><tr><td>Volusia</td><td>\$0.3 million</td><td>\$3.0 million</td><td>\$3.0 million</td><td>\$3.0 million</td></tr><tr><td>TOTAL</td><td>\$62.6 million</td><td>\$81.9 million</td><td>\$119.2 million</td><td>\$131.7 million</td></tr></table>	School District	1999-2000	2000-2001	2001-2002	2002-2003	Broward	\$13.2 million	\$6.3 million	\$35.6 million	\$39.4 million	Citrus	\$0.2 million	\$0.4 million	\$0.6 million	\$1.5 million	Clay			\$0.2 million		Collier	\$8.0 million	\$9.0 million	\$9.0 million	\$10.0 million	Hernando	\$1.4 million	\$1.4 million	\$1.4 million	\$3.7 million	Hillsborough	\$1.6 million	\$1.6 million	\$1.6 million	\$1.6 million	Lake	\$2.4 million	\$3.8 million	\$3.7 million	\$3.9 million	Martin	\$1.0 million	\$1.1 million	\$1.1 million	\$1.1 million	Miami-Dade	\$13.5 million	\$15.0 million	\$18.0 million	\$19.3 million	Orange	\$2.5 million	\$21.8 million	\$22.5 million	\$23.6 million	Osceola	\$7.9 million	\$6.8 million	\$7.0 million	\$7.3 million	Palm Beach	\$6.0 million	\$6.0 million	\$9.0 million	\$8.0 million	Pasco	\$0	\$0	\$1.0 million	\$4.0 million	Seminole	\$3.0 million	\$4.5 million	\$3.5 million	\$3.1 million	St. Johns	\$0.6 million	\$0.0 million	\$1.5 million	\$1.2 million	St. Lucie	\$1.1 million	\$1.2 million	\$1.0 million	\$1.0 million	Volusia	\$0.3 million	\$3.0 million	\$3.0 million	\$3.0 million	TOTAL	\$62.6 million	\$81.9 million	\$119.2 million	\$131.7 million
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6. Is there any residential development that is exempted from school impact fees?	Yes. In 2000, the Florida Supreme Court ruled in the case of <i>Volusia County vs. Aberdeen at Ormond Beach</i> that school impact fees could not be levied against retirement communities since these communities have no "impact" on the public school population.																																																																																															
7. What are the applicable statutes and rules?	Impact fees are not statutorily authorized or constitutionally mandated. Instead, impact fees are a unique product of local governments' home rule powers.																																																																																															
8. Where can I get additional information?	<p>Florida Department of Education School Business Services (850) 245-9120</p> <p>Florida Legislature Legislative Committee on Intergovernmental Relations (850) 488-9627 http://fcn.state.fl.us/acir/</p> <p>Florida House of Representatives Local Government Council (850) 488-1791</p>																																																																																															

School Impact Fees

	<p>Florida House of Representatives Fiscal Council (850) 488-6204</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>
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Education Council School Size

Fact Sheet

January 2005

1. How do Florida schools compare in size to schools in other states?

According to the most recent data published by the National Center for Education Statistics (NCES), Florida's public schools have the highest average enrollment in the nation.

School Size: Number of Students

	National Average*	Florida	Over National Average
Elementary	441	674	233
Middle School	612	1069	457
High School	753	1565	812

*National average data from 2001-2002 "Public Elementary / Secondary School Universe Survey."

The student population at Florida high schools' ranges from less than 100 to over 5,000 students per school.

2. What are the benefits of small schools?

National research shows that small schools provide the following benefits:

- Reduced discipline problems and crime.
- Reduced truancy and gang participation.
- Reduced dropout rates.
- Improved teacher and student attitudes.
- Improved student self-perception.
- Student academic achievement equal to or superior to that of students at larger schools.
- Increased parental involvement.

(See, e.g., The 1998 Institute for Education and Social Policy in "The Effects of Size of Student Body on School Costs and Performance in New York City Schools.")

<p>3. What is Florida's policy on school size?</p>	<p>In 2000, the Legislature established the following small school standards:</p> <table border="1" data-bbox="719 327 1503 596"> <thead> <tr> <th>School Type</th><th>Maximum Student Population</th></tr> </thead> <tbody> <tr> <td>Elementary School</td><td>500</td></tr> <tr> <td>Middle School</td><td>700</td></tr> <tr> <td>High School</td><td>900</td></tr> <tr> <td>K-8 School</td><td>700</td></tr> <tr> <td>K-12 School</td><td>900</td></tr> </tbody> </table> <p>In accordance with Ch. 2000-235, L.O.F., all schools constructed on or after July 1, 2003 were to be constructed or operated in accordance with these small school standards.</p> <p>Before the law was implemented, Florida's voters ratified a constitutional amendment to reduce class size. (Refer to the Class Size Fact Sheet.) In light of the costs attendant with the class size reduction mandate, the Legislature was prompted to repeal the small school standards. However, the Legislature attempted to ensure the benefits offered by small schools by encouraging the districts to adopt policies that encourage the operation of school-within-a-school programs.</p>	School Type	Maximum Student Population	Elementary School	500	Middle School	700	High School	900	K-8 School	700	K-12 School	900
School Type	Maximum Student Population												
Elementary School	500												
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<p>4. What is a "school-within-a-school?"</p>	<p>A "school-within-a school" is an operational program that uses flexible scheduling, team planning, and curricular and instructional innovation to organize groups of students with groups of teachers as smaller units, so as to functionally operate a large school as one or more smaller schools.</p>												
<p>5. What are the applicable statutes?</p>	<p>Section 1001.42(20), F.S. -- School-within-a-school description</p>												
<p>6. Where can I get additional information?</p>	<p>Florida Department of Education Educational Facilities (850) 245-0494 www.firn.edu/doe/edfacil/</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>												



Education Council

Community Growth & Educational Facilities Planning

Fact Sheet

January 2005

<p>1. How does Florida's growth management policy coordinate with the planning of educational facilities?</p>	<p>It is the policy of Florida to require the coordination of planning between district school boards and local governing bodies to ensure that public educational facilities are facilitated and coordinated in time and place with plans for residential development. The planning must include:</p> <ul style="list-style-type: none"> • Consideration of allowing students to attend school located nearest their homes. • Consideration of effects of location of public education facilities, including feasibility of keeping central city facilities viable. • Consultation of all parties to the planning process with state and local road departments to assist in implementing the Safe Paths to Schools program.
<p>2. What role does local government play in the planning process for educational facilities?</p>	<p>The governing body of each local government establishes a local planning agency, which must include a nonvoting representative from the local school board. The local planning agency prepares a comprehensive plan for the governing body to adopt. The comprehensive plan, which is intended to guide local governments in their land use decision-making, is required by law to include certain elements, two of which relate to school facilities:</p> <ul style="list-style-type: none"> • <i>Future land use element</i> which must identify land use categories in which public schools are an allowable use. • <i>Intergovernmental coordination element</i> which must describe joint processes for collaborative planning and decisionmaking on population projections and public school siting. <p>The 2002 Legislature also authorized the counties to adopt an optional public educational facilities element. Additionally, the local government <i>may</i> impose school concurrency by local option on a districtwide basis including all public schools in the district.</p>
<p>3. What are the responsibilities of school districts regarding the planning for educational facilities?</p>	<p>Responsibilities of district school boards regarding educational facilities include:</p> <ul style="list-style-type: none"> • Adoption of an educational facilities plan that must be developed in coordination with the local government and be consistent with the local comprehensive plan. • Membership of an elected school board member on

Community Growth & Education Facilities Planning

	<p>regional planning council.</p> <ul style="list-style-type: none"> • Consideration of existing and anticipated site needs and the most economical and practicable locations of sites before acquiring property for sites.
4. What does the interlocal agreement address?	<p>The 2002 Legislature required school boards and local governments to enter into a public schools interlocal agreement. The required interlocal agreement between the school district and the local government must address:</p> <ul style="list-style-type: none"> • projections of growth and enrollment, • existing and planned public school facilities, • school facility sitting <i>before</i> land acquisition, • need and timing of off-site improvements, • district facilities work program and plant survey, • coordination, • joint use of facilities, • dispute resolution, • oversight, and • communication on school capacity issues.
5. What is needed to enact the optional public educational facilities element?	<p>If the local comprehensive plan includes a public educational facilities element, the interlocal agreement with the district school board must be included. Each municipality in the district must adopt a consistent public educational facilities element unless the municipality is exempt. The public educational facilities element must address:</p> <ul style="list-style-type: none"> • Adequate infrastructure for existing and proposed schools. • Colocation of other public facilities, such as parks, libraries, and community centers, in proximity to public schools. • Location of schools proximate to residential areas, including using elementary schools as focal points for neighborhoods. • Use of public schools as emergency shelters. • Capacity of existing and planned public schools when reviewing comprehensive plan amendments and rezonings that are likely to increase residential development and that are reasonably expected to have an impact on the demand for public school facilities.
6. What is concurrency?	<p>Concurrency is a requirement that local governments provide services, such as roads and schools, necessary to serve a development by the time the development is completed. In 1998, the Legislature gave local governments the option to implement school concurrency; however, only two counties, Broward and Palm Beach, attempted to do so. The difficulty was that finances might not be available to fund a financially</p>

Community Growth & Education Facilities Planning

	feasible capital improvements plan ensuring that school construction would keep pace with development.
7. What is an educational facilities benefit district?	A district school board and all local general purpose governments within the school district may create an educational facilities benefit district through an interlocal agreement. The purpose of these districts is to assist in financing the construction and maintenance of educational facilities. As an alternative to an educational facilities benefit district, a community development district may levy non-ad valorem assessments if they enter into an interlocal agreement with the district school board and affected local governments.
8. What is the Safe Paths to Schools program?	The program requires consideration of planning and construction of bicycle and pedestrian pathways and authorizes a grant program to fund such projects. It is administered by DOT.
9. What are the applicable statutes and rules?	<p>Section 163.3174(1), F.S. -- Local planning agency.</p> <p>Section 163.3177(6)(a),(h), F.S. -- Elements of comprehensive plan.</p> <p>Section 163.31776, F.S. -- Public educational facilities element.</p> <p>Section 163.31777, F.S. -- Public schools interlocal agreement.</p> <p>Section 163.3180(13), F.S. -- Concurrency.</p> <p>Section 163.3187(1)(j)&(l), F.S. -- Amendment of adopted comprehensive plan.</p> <p>Section 186.504, F.S. -- Regional planning councils; membership.</p> <p>Section 1013.31, F.S. -- Educational plant survey.</p> <p>Section 1013.33, F.S. -- Coordination with local government.</p> <p>Section 1013.35, F.S. -- Educational facilities plan.</p> <p>Section 1013.355 - .357, F.S. -- Educational facilities benefit districts.</p> <p>Section 1013.36, F.S. -- Site planning and selection.</p>
10. Where can I get additional information?	<p>Florida Department of Education Office of Educational Facilities (850) 245-0494</p> <p>Department of Community Affairs Division of Community Planning State Initiatives Administrator (850) 487-4545</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>

PUBLIC SCHOOLS
School Choice



Education Council School Choice

Fact Sheet

January 2005

<p>1. What is school choice?</p>	<p>In Florida, K-12 students and parents are afforded the right to educational choice. Florida's educational choice options include:</p> <ul style="list-style-type: none"> • Public school choice. • Private school choice (Refer to the Corporate Income Tax Credit Scholarship, the McKay Scholarship for Students With Disabilities, and the Opportunity Scholarship Fact Sheets.) • Home education (Refer to the Home Education Fact Sheet.) • Private tutoring.
<p>2. What is public school choice?</p>	<p>Public school choice is the practice of allowing parents and students to make educational selections from a variety of public schools and programs. The intent of public school choice is to increase the quality of educational services by creating competition for students among public schools.</p> <p>In Florida, public school choice options may include controlled open enrollment, lab schools, charter schools, schools-within-schools, year-round schools, charter technical career centers, magnet schools, alternative schools, special programs, advanced placement, dual enrollment, International Baccalaureate, early admissions, credit by examination or demonstration of competency, the New World School of the Arts, and the Florida School for the Deaf and the Blind. Public school choice options are also encompassed in the Opportunity Scholarship Program and the McKay Scholarships for Students with Disabilities Program. K-8 virtual school programs and the Florida Virtual School also provide public school choice options.</p>
<p>3. What is "controlled open enrollment"?</p>	<p>"Controlled open enrollment" means a public education delivery system that allows school districts to make student school assignments using parents' indicated preferential public school choice as a significant factor. The controlled open enrollment program may be offered in addition to any existing choice programs.</p>

<p>4. Are districts required to offer public school choice?</p>	<p>No. Although research indicates that 18 states currently mandate public school choice, Florida requires only that school districts design a controlled open enrollment plan. The law does not require districts to implement the plan.</p> <p>The districts are required to ensure that parents and students have meaningful opportunities to exercise their rights to school choice (See Question 1).</p>
<p>5. Are there any constraints on the ability of the school districts to offer public school choice?</p>	<p>If the school districts opt to implement public school choice, they must comply with the state laws that proscribe the various options. In addition, each school district must develop a system of priorities for its school choice plan. Finally, the districts must adhere to federal desegregation requirements when implementing public school choice.</p>
<p>6. Has the state appropriated money for school choice?</p>	<p>In 1998 the Legislature appropriated \$5 million for public school choice incentive grants. The 1999 Legislature increased the amount to \$12 million, and the 2000 Legislature also appropriated \$12 million for the grants. The Legislature has not appropriated money for this program for the past four years.</p>
<p>7. How are Florida's school choice programs reported?</p>	<p>All district controlled open enrollment plans must be submitted to the Commissioner of Education, who must develop an annual report on the status of school choice. The report is due 90 days prior to the convening of the regular legislative session. The 1999 Legislature added the requirement that each school district annually report the number of students applying for and attending the various types of public schools of choice in the district, including schools such as magnet schools and public charter schools.</p>
<p>8. Which districts have implemented public school choice open enrollment programs?</p>	<p>In the 2000-2001 school year, the following eighteen districts implemented a "controlled open enrollment plan": Alachua, Bay, Brevard, Broward, Flagler, Gadsden, Lee, Leon, Manatee, Marion, Miami-Dade, Palm Beach, Pinellas, St. Johns, St. Lucie, Santa Rosa, Sarasota, and Seminole.</p>
<p>9. What are the applicable statutes?</p>	<p>Section 1002.20(6), F.S. -- Educational choice. Section 1002.31, F.S. -- Public school parental choice.</p>
<p>10. Where can I get additional information?</p>	<p>Florida Department of Education Office of Independent Education and Parental Choice (850) 245-0502 Toll free parent information number: 800-447-1636</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



1. What is the Opportunity Scholarship Program?	The Opportunity Scholarship Program (OSP) is a school choice program created by the Legislature in the 1999 Legislative Session as part of the A+ Education Plan (Ch. 99-398, L.O.F.). Opportunity Scholarships are available for eligible students to attend the eligible public or private school of their choice.
2. Who is eligible for an Opportunity Scholarship?	<p>A <i>public</i> school student is eligible for an Opportunity Scholarship in order to attend an eligible public or private school of their choice if one of the following criteria are met:</p> <ul style="list-style-type: none"> • the student spent the prior school year in attendance at a public school which was graded "F", and the school has had such low performance for two years in a four-year period; • the student was in attendance elsewhere in the public school system and has been assigned to such a school; or • the student is entering kindergarten or first grade and has been assigned to such a school. (Refer to the School Grading System Fact Sheet.)
3. Are private school students eligible for an Opportunity Scholarship?	No. The only students eligible for an Opportunity Scholarship are <i>current</i> public school students, or those students who are just entering the school system in kindergarten or first grade.
4. When does the Opportunity Scholarship begin at a public school?	The OSP becomes available to students at a public school when that school has had two years of low performance in a four-year period. Under current law, "2 years in a 4 year period" means that if a school has a grade of "F" in any two of the prior four years the students in the school are eligible for Opportunity Scholarships.
5. What are the options available to a student under the Opportunity Scholarship Program?	<p>Once a school has been designated as "F" for two years in a four-year period, eligible students have several options available to them, including:</p> <ul style="list-style-type: none"> • attendance at a higher performing public school within the district; • attendance at a higher performing public school in an adjacent district, as long as space is available; or • attendance at an eligible private, sectarian or nonsectarian, school. <p>Students at the designated "F" public school may choose to remain at that school.</p>

<p>6. What is the school district's role in the Opportunity Scholarship Program?</p>	<p>School districts have certain obligations in the Opportunity Scholarship Program. For each student enrolled in or assigned to a school which has been graded "F" for two school years in a four- year period, the school district must:</p> <ul style="list-style-type: none"> • Timely notify the parent or guardian of the student of all the options available to the student (options listed in prior question). • Offer the student's parent or guardian the opportunity to enroll the child in a higher performing public school within the district. (The school must be graded "C" or higher). <p>The school district must also provide locations and times for all students participating in the Opportunity Scholarship Program to take all required state assessments.</p>
<p>7. Are all private schools required to participate in the Opportunity Scholarship Program?</p>	<p>No. Private schools are not required to participate in the program. However, participation is open to all private schools that wish to take part in the program, as long as the schools meet the eligibility criteria set forth by law.</p>
<p>8. What must a private school do to become eligible to participate in the Opportunity Scholarship Program?</p>	<p>There are several criteria that a private school must meet to become eligible to participate in the Opportunity Scholarship Program. The private school must be located in Florida, may be sectarian or nonsectarian, and must do the following:</p> <ul style="list-style-type: none"> • demonstrate fiscal soundness by being in operation for one school year or provide the Department of Education (DOE) with a statement by a certified public accountant confirming that the school is insured and has sufficient capital to operate for the upcoming year. • notify the DOE and the school district of its intent to participate in the program by May 1 of the school year the school year in which it intends to participate. • comply with antidiscrimination provisions of 42 U.S.C. s. 2000d, which prohibit discrimination based on race, color, or national origin. • meet state and local health and safety laws and codes. • accept the scholarship students on a random, religious-neutral basis without regard to the student's past academic history (preference may be given to siblings of other OSP students). • be subject to the instruction, curriculum, and attendance criteria adopted by an appropriate nonpublic school accrediting body. • be academically accountable to the parent for meeting the educational needs of the child.

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	<ul style="list-style-type: none"> • furnish a school profile which includes student performance. • employ or contract with teachers that meet any one of the following criteria: 1) hold a baccalaureate or higher degree, 2) have at least three years of teaching experience in public or private schools, or 3) have special skills, knowledge, or expertise in subjects taught. • comply with all state laws relating to private schools. • accept as full tuition and fees the amount of the scholarship provided by the state for each student. • agree not to compel any Opportunity Scholarship student attending the private school to profess a specific ideological belief, to pray, or to worship. • adhere to the tenets of its published disciplinary procedures prior to the expulsion of any Opportunity Scholarship student.
9. Are there obligations for participation in the Opportunity Scholarship Program?	<p>Yes. Students and their parents or guardians must comply with the following criteria to retain the scholarship:</p> <ul style="list-style-type: none"> • students must remain in attendance throughout the school year, unless excused for illness or good cause. • students must comply fully with the school's code of conduct. • parents or guardians must comply fully with the private school's parental involvement requirements, unless excused for illness or good cause. • parents or guardians must ensure that their child takes all required state assessments. <p>A participant who fails to comply with these requirements shall forfeit their Opportunity Scholarship.</p>
10. How long does an Opportunity Scholarship last?	<p>The opportunity for a student to <i>continue</i> attending a higher performing public school within the district or in an adjacent district remains in force until the student graduates from high school.</p> <p>The opportunity for a student to <i>continue</i> attending a private school remains in force until:</p> <ul style="list-style-type: none"> • the student returns to the public school; or • if the student chooses to attend a private school that only offers classes through the 8th grade, until the student matriculates to high school and the public high school to which the student is assigned is a grade "C" or higher.

<p>11. Are students with disabilities eligible for an Opportunity Scholarship? Do they receive additional funding?</p>	<p>Yes. Students with disabilities are eligible to receive an Opportunity Scholarship. In addition, these students remain eligible to receive services from the school district as provided by federal or state law.</p> <p>The public or private school that provides services to students with disabilities will receive weighted funding for such services.</p>
<p>12. Who provides transportation for students who choose an Opportunity Scholarship?</p>	<p>Responsibility for transportation varies depending upon the option chosen by the parent or guardian of the eligible student. Listed below are the following options and transportation requirements:</p> <ul style="list-style-type: none"> • <i>attendance at a higher performing public school within the school district.</i> If this option is chosen, the school district is responsible for providing transportation. School districts may utilize state categorical transportation funds or school choice incentive funds. • <i>attendance at a higher performing public school in an adjacent school district, as long as space is available.</i> If this option is chosen, the parent or guardian is responsible for providing transportation. The State does not provide any transportation assistance. • <i>attendance at an eligible private, sectarian or nonsectarian, school.</i> If this option is chosen, the responsibility for acquiring transportation belongs with the parent; however, if the private school chosen provides transportation, any fees which the school charges for providing the transportation are eligible for inclusion in the scholarship amount (Refer to funding example in Question 13).
<p>13. What is the award amount for an Opportunity Scholarship?</p>	<p>The actual amount of the scholarship is the <i>calculated</i> amount shown below or the amount of the private school's tuition and fees, <i>whichever is less</i> (eligible private school fees may include book fees, lab fees, and other fees related to instruction, including transportation).</p> <p>The calculated maximum Opportunity Scholarship amount available to a parent of the student is a calculated amount equivalent to the following: the base student allocation (BSA) multiplied by the appropriate cost factor for the educational program that would have been provided for the student multiplied by the district cost differential (DCD). In addition, the calculated amount must include the per-student share of instructional materials (book) funding, technology funding, and</p>

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	<p>other categorical funds provided in the General Appropriations Act.</p> <p>$BSA \times \text{cost factor} \times DCD + \text{categorical funds} = \text{calculated amount}$</p> <p><u>Example of Student X's actual scholarship amount:</u> If the calculated amount for Student X using the formula above is: \$4,800</p> <p>and the private school tuition and fees are: \$3,300 tuition - \$2,500 book fees - \$500 lab fees - \$0 transportation - \$300</p> <p>Then, the <i>actual</i> amount of Student X's Opportunity Scholarship is \$3,300.</p>
14. How is an Opportunity Scholarship payment made?	<p>Upon proper documentation by the DOE, the Chief Financial Officer must make Opportunity Scholarship payments in four equal installments (September 1, November 1, February 1, and April 1). The payment must be made by individual warrant payable to the student's parent or guardian and mailed by the DOE to the chosen private school. The parent or guardian must restrictively endorse the warrant to the private school.</p> <p>The DOE is responsible for verifying the student's initial admission acceptance and continued enrollment and attendance at the private school.</p>
15. Is the state beginning to regulate private schools?	<p>No. The inclusion of eligible private schools within the options available to public school students does not expand the regulatory authority of the state, its officers, or any school district to impose any additional regulation of private schools beyond those necessary to enforce requirements <i>expressly</i> set forth in the law.</p>
16. How many Opportunity Scholarships are being utilized in Florida?	<p>During the 1999-2000 school year (the initial year of the OSP), students in only two public schools were eligible to participate in the Opportunity Scholarship Program (Spencer Bibbs Elementary and A.A. Dixon Elementary in Escambia County). There were 140 students at both schools that applied for an Opportunity Scholarship. Of these students, 57 students received scholarships to attend an eligible private school and 83 students chose to attend a higher performing public school.</p>

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	<p>For the 2004-2005 school year, students at 21 schools are eligible to participate in the Opportunity Scholarship Program. These schools received an "F" grade for the 2003-2004 school year and at least one other "F" grade in one of the three previous years. Students who were enrolled in one of these schools during the 2003-2004 school year or were scheduled to attend these schools for the 2004-2005 school year may be eligible for the Opportunity Scholarship.</p> <p>For the 2003-2004 school year there were 640 students enrolled in the program. The average scholarship amount per student was \$3,980 for a total of \$2.54 million.</p>
<p>17. What is the status of the Opportunity Scholarship Program with the recent court ruling that declared it unconstitutional?</p>	<p>Immediately after the A+ Education Plan became law in 1999, lawsuits were filed challenging the constitutionality of the Opportunity Scholarship Program under several different provisions of both the federal and Florida Constitution. In the fall of 1999, a Leon County Circuit Court Judge ruled that the Opportunity Scholarship Program violated the Florida Constitution on its face under Article IX, section 1, which provides that the Legislature must provide an adequate education to all children residing within its borders. This ruling was overturned by the First District Court of Appeals in October 2000 who found that the Opportunity Scholarship Program did not violate Article IX, section 1 of the Florida Constitution and reversed the lower courts decision. The appeals judge remanded the case back to the trial court to decide on other questions of the constitutionality of the Opportunity Scholarship Program.</p> <p>In August of 2002, the Leon County Circuit Court reheard the Opportunity Scholarship lawsuit. This time the lawsuit challenged the Opportunity Scholarship Program on a different provision of the Florida Constitution than the case in 1999. The lawsuit challenged the Opportunity Scholarship Program on the ground that it violates Article I, section 3 of the Florida Constitution, which provides that no public funds may be used to aid, directly or indirectly, any church, sect, religious denomination, or sectarian institution. The Plaintiffs in this case argued that the Opportunity Scholarship Program violated this constitutional provision because parents use the scholarships to send their children to religious schools. The Circuit Court ruled that the Florida Opportunity Scholarship Program did violate Article I, section 3 of the Florida Constitution and is unconstitutional.</p>

	<p>The First District Court of Appeal upheld the trial court's ruling in an August 16, 2004 opinion. The court also certified a question to the Florida Supreme Court on the issue of the OSP's constitutionality. However, the district court of appeal decided to retain jurisdiction to conduct an en banc rehearing of the case. On rehearing, the First District Court of Appeals found that Florida's Opportunity Scholarship Program did violate Article 1, section 3 of the Florida Constitution because OSP uses state revenues to aid sectarian schools. The district court also held that the no-aid provision does not violate the Federal Free Exercise Clause. The court certified a question to the Florida Supreme Court. The Florida Supreme Court has agreed to hear the case.</p>
18. Has any research been done on this program?	<p>Jay Greene, "An Evaluation of the A-Plus Accountability and School Choice Program," February 2001.</p> <p>What it says: "The results show that schools receiving a failing grade from the state in 1999 and whose students would have been offered tuition vouchers if they failed a second time achieved test score gains more than twice as large as those achieved by other schools. While schools with lower previous FCAT scores across all state-assigned grades improved their test scores, schools with failing grades that faced the prospect of vouchers exhibited especially large gains. The report also establishes that the FCAT math and reading results are highly correlated with the results from a nationally recognized standardized test, the Stanford 9, which suggests that the FCAT is a reliable measure of student performance. This report shows that the performance of students on academic tests improves when public schools are faced with the prospect that their students will receive vouchers."</p>
19. What are the applicable statutes and rules?	<p>Section 1002.38, F.S. -- Opportunity Scholarship Program. Section 1008.33(1), F.S. -- Definition of "2 years in a 4-year period".</p>
20. Where can I get additional information?	<p>Florida Department of Education Office of Independent Education & Parental Choice (850) 245-0502 www.floridaschoolchoice.org</p> <p>Manhattan Institute Education Research Office (954) 680-8083 www.manhattan-institute.org/html/cr_aplus.htm</p>

Opportunity Scholarships

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Education Council

McKay Scholarships for Students with Disabilities Program

Fact Sheet

January 2005

<p>1. What is the McKay Scholarships for Students with Disabilities Program?</p>	<p>The McKay Scholarships for Students with Disabilities Program expands statewide the school choice program originally created by the 1999 Legislature as a pilot program for Sarasota County in the A+ Education Plan. The scholarships are available for eligible students with disabilities to attend an eligible public or private school of their choice. Students with disabilities include K-12 students who are mentally handicapped, speech and language impaired, deaf or hard of hearing, visually impaired, dual sensory impaired, physically impaired, emotionally handicapped, specific learning disabled, hospitalized or homebound, or autistic.</p>
<p>2. What options are available to a student with disabilities under the McKay Scholarship Program?</p>	<p>An eligible student with disabilities has several options available, including:</p> <ul style="list-style-type: none"> • attendance at another public school within the district; • attendance at an eligible public school in an adjacent district that has space and provides the services identified in the student's individual education plan; or • attendance at an eligible private, sectarian or nonsectarian, school. <p>Students at a public school may also choose to remain at that school.</p>
<p>3. Who is eligible for a McKay Scholarship?</p>	<p>Any parent of a public school student with a disability who is dissatisfied with the student's progress may receive a McKay Scholarship if:</p> <ul style="list-style-type: none"> • by assigned school attendance area or by special assignment, the student has spent the prior school year in attendance at a Florida public school. Prior school year means that the student was enrolled and reported by a school district for funding during the preceding October and February Florida Education Finance Program (FEFP) surveys in kindergarten through grade 12 (However, the 2004 Legislature waived this requirement for the dependents of military families transferred into the state.); <i>and</i> • the parent has obtained acceptance for admission of the student to a private school that is eligible for the program and has notified the school district through a communication directly to the district or through the

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	<p>Department of Education (DOE), in a manner that creates a written or electronic record of the notification and the date of receipt of the notification of the request for a scholarship at least 60 days prior to the date of the first scholarship payment.</p> <p>Students enrolled in Department of Juvenile Justice commitment programs are <u>not</u> eligible for scholarships under this program.</p>
4. How long does a McKay Scholarship last?	There is no statutory limit on the term of a McKay Scholarship. A student can use the scholarship through high school graduation.
5. What are the obligations for participants in the McKay Scholarship Program?	<p>The student's parent and the student must comply with the following criteria to obtain and retain a McKay Scholarship:</p> <ul style="list-style-type: none"> • the parent must select a private school and apply for admission. • the parent must request the scholarship at least 60 days prior to the date of the first scholarship payment. • the student must remain in attendance throughout the school year, unless excused by the school for illness or other good cause. • the student must comply with the school's code of conduct. • the parent of each student participating in the program must comply fully with the private school's parental involvement requirements, unless excused by the school for illness or other good cause. • if the parent requests that the student take all statewide assessments, the parent is responsible for transporting the student to the assessment site designated by the school district. • upon receipt of a scholarship warrant, the parent to whom the warrant is made must restrictively endorse the warrant to the private school for deposit into the account of the private school. <p>A participant who fails to comply with the above criteria forfeits the scholarship.</p>
6. What are the school district's obligations under the McKay Scholarship Program?	<p>The school district must timely notify the parent of a student with disabilities of all options available under this program, including the following:</p> <ul style="list-style-type: none"> • offer the student's parent the option to enroll the student in another public school. • offer the student's parent the option to enroll the student in an eligible private school if the parent does not

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	<p>choose the public school option.</p> <p>The school district is also required to:</p> <ul style="list-style-type: none"> • notify the Department of Education (DOE) within 10 days after the district receives notice of the parent's intent to apply for a McKay Scholarship. • complete a matrix that assigns the student to one of the levels of service that existed prior to the 2000-2001 school year, if the student with disabilities does not have a matrix of services. • notify the DOE of the student's matrix level within 30 days after receiving notification by the student's parent of intent to participate in the program. • report all students who are attending a private school under this program (students participating in this program must be reported separately from other students reported for purposes of the FEP). • provide locations and times for all state assessments to parents who request that the student take statewide assessments.
7. Are all private schools required to participate in the McKay Scholarship Program?	No. Private schools are not required to participate in the program. However, participation is open to all private schools that wish to take part in the program, as long as the schools meet the eligibility criteria set forth by law.
8. What criteria must a private school meet in order to become eligible to participate in the McKay Scholarship Program?	<p>The private school must be located in Florida, may be sectarian or nonsectarian, and must meet the following criteria:</p> <ul style="list-style-type: none"> • demonstrate fiscal soundness by being in operation for 1 school year or provide the DOE with a statement by a certified public accountant confirming that the school is insured and has sufficient capital or credit to operate for the upcoming year. (In lieu of such a statement, the school may secure a surety bond or letter of credit equal to the scholarship funds for any quarter to be filed with the DOE). • notify the DOE and the school district of its intent to participate in the program (the notice must specify the grade levels and services that the private school has available for students with disabilities). • meet state and local health and safety laws and codes • comply with antidiscrimination provisions of 42 U.S.C. s. 2000d, which prohibits discrimination based on race, color, or national origin. • be academically accountable to the parent for meeting the educational needs of the student.

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	<ul style="list-style-type: none"> • employ or contract with teachers that meet any one of the following criteria: 1) hold a baccalaureate or higher degree, 2) have at least 3 years of teaching experience in public or private schools, or 3) have special skills, knowledge, or expertise in subjects taught. • comply with all state statutes relating to private schools. • adhere to the tenets of its published disciplinary procedures prior to the expulsion of any McKay Scholarship student.
9. Who provides transportation for McKay Scholarship students?	<p>If the parents choose a public school option:</p> <p>Responsibility for transportation varies depending upon the public school option chosen by the parents of the eligible student. Listed below are the following options and transportation requirements:</p> <ul style="list-style-type: none"> • <i>attendance at a public school within the school district that is consistent with the school board's choice plan.</i> If this option is chosen, the school district is responsible for providing transportation to the public school selected by the parent. • <i>attendance at a public school within the school district that is not consistent with the school board's choice plan.</i> If this option is chosen, the parents are responsible for providing transportation. • <i>attendance at a public school in an adjacent district that has space available and a program with services agreed to in the student's individual educational plan (IEP).</i> If this option is chosen, the parents are responsible for providing transportation to the school in the adjacent district. <p>If the parents choose the private school option, the parents are responsible for the student's transportation.</p>
10. What is the award amount for a McKay Scholarship?	<p>The amount of the scholarship is equal to the amount the student would have received under the Florida Education Finance Program (FEFP) in the public school to which the student is assigned or the amount of the private school's tuition and fees, <i>whichever is less.</i></p> <p>During 2002-2003, \$53 million was awarded to 9,130 scholarship recipients for an average award amount of \$5,840 per student. During the 2003-2004 school year, \$81.7 million were awarded to 13,739 McKay Scholarship recipients for an average award amount of \$5,951 per student.</p>

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<p>11. What options are available to parents when a private school requires a partial payment in order to reserve space for a student admitted to the school?</p>	<p>The DOE, prior to the first quarterly payment of the year in which the McKay Scholarship is awarded, may pay a partial payment to the private school. The maximum partial payment is \$1,000 and must be deducted from subsequent scholarship payments. The partial payment option is limited to one partial payment per student per year.</p> <p>If a student decides not to attend the participating private school, the partial reservation payment must be returned to the DOE by the participating private school.</p>
<p>12. How is a McKay Scholarship payment made?</p>	<p>Upon proper documentation by the DOE, the Comptroller must make the scholarship payments in four equal installments (September 1, November 1, February 1, and April 15). The payment must be made by individual warrant payable to the student's parent and mailed by the DOE to the chosen private school. The parent must restrictively endorse the warrant to the private school.</p> <p>The DOE is responsible for verifying the student's initial admission acceptance and continued enrollment and attendance at the private school.</p>
<p>13. Is the state beginning to regulate the private schools?</p>	<p>No. The inclusion of eligible private schools within the options available to public school students with disabilities does not expand the regulatory authority of the state, its officers, or any school district to impose any additional regulation of private schools beyond those necessary to enforce requirements <i>expressly</i> set forth in the law.</p>
<p>14. Has any research been done on this program?</p>	<p>"Vouchers for Special Education Students: An Evaluation of Florida's McKay Scholarship Program" by Jay P. Greene and Greg Forster, Manhattan Institute, 2003.</p> <p>Highlights of this study include:</p> <ul style="list-style-type: none"> • 92% of current McKay participants are satisfied or very satisfied with their McKay schools; only 32.7% were similarly satisfied with their public schools; • those participants also saw class size drop dramatically, from an average of 25.1 students per class in public schools to 12.8 students per class in McKay schools; • participating students were victimized far less by other students because of their disabilities in McKay schools. In public schools, 46.8% were bothered often and 24.7% were physically assaulted, while in McKay schools 5.3%

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	<p>were bothered often and 6.0% were assaulted;</p> <ul style="list-style-type: none"> • McKay schools also outperformed public schools on our measurement of accountability for services provided. Only 30.2% of current participants say they received all services required under federal law from their public school, while 86.0% report their McKay school has provided all the services they promised to provide; • Perhaps the strongest evidence regarding the McKay program's performance is that over 90% of parents who have left the program believe it should continue to be available to those who wish to use it.
15. What are the applicable statutes and rules?	Section 1002.39, F.S. -- The John M. McKay Scholarship for Students with Disabilities Program
16. Where can I get additional information?	<p>Florida Department of Education Office of Independent Education & Parental Choice (850) 245-0502 or DOE Hotline 1-800-447-1636 www.floridaschoolchoice.org</p> <p>Manhattan Institute Education Research Office (954) 680-8083 www.manhattan-institute.org/html/cr_aplus.htm</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

Corporate Tax Credit Scholarship Program

Fact Sheet

January 2005

1. What is the Corporate Tax Credit Scholarship Program?	<p>The Corporate Tax Credit Scholarship Program (CTC) was established by the 2001 Legislature (Ch. 2001-225, L.O.F.) to provide an income tax credit for corporations that contribute money to nonprofit scholarship-funding organizations (SFOs) that award scholarships to students from families with limited financial resources. The purpose of the tax credit is to:</p> <ul style="list-style-type: none">• encourage private, voluntary contributions to nonprofit SFOs.• expand educational opportunities for children from families that have limited financial resources.• enable children to achieve a greater level of excellence in their education.
2. Who is eligible for a scholarship from a nonprofit scholarship-funding organization under this program?	<p>A student is eligible for a scholarship from a nonprofit SFO through this program, if the student qualifies for free or reduced-price school lunches under the National School Lunch Act and:</p> <ul style="list-style-type: none">• was counted as a full-time student during the previous state fiscal year for purposes of state per-student funding; or• received a scholarship from an eligible nonprofit scholarship-funding organization during the previous school year; or• is eligible to enter kindergarten or first grade. <p>As a condition for scholarship payment, the parent must inform the child's school district within 15 days after the parent chooses for the child to attend an eligible nonpublic school.</p>
3. What is the maximum award amount of a scholarship?	<p>The amount of the scholarship provided to any child for any single school year by all eligible nonprofit SFOs must not exceed the following limits:</p> <ul style="list-style-type: none">• \$3,500 for a scholarship awarded to a student for enrollment in an eligible nonpublic school.• \$500 for a scholarship awarded to a student for enrollment in a Florida public school that is located outside the district in which the student resides.
4. What types of expenses are covered by the	<p>Eligible nonprofit SFOs must provide scholarships, from eligible contributions, to qualified students for the following expenses:</p>

Corporate Tax Credit Scholarship Program

scholarships?	<ul style="list-style-type: none"> • tuition or textbook expenses for, or transportation to, an eligible nonpublic school (at least 75% must be used to pay tuition expenses); or • transportation expenses to a Florida public school that is located outside the district in which the student resides.
5. What criteria must a nonpublic school meet in order to become eligible to participate in this program?	<p>An eligible nonpublic school must be:</p> <ul style="list-style-type: none"> • located in Florida. • offer an education to students in any grades K-12. • demonstrate fiscal soundness by: (1) being in operation for one school year, (2) providing the Department of Education (DOE) with a statement by a certified public accountant confirming that the school is insured and has sufficient capital or credit to operate for the upcoming year, or (3) securing a surety bond or letter of credit equal to the scholarship funds for any quarter to be filed with the Department of Revenue (DOR). • meet state and local health and safety laws and codes. • comply with federal provisions, which prohibit discrimination based on race, color, or national origin. • comply with all state laws relating to the general regulation of nonpublic schools.
6. What qualifies as an eligible contribution?	<p>An eligible contribution is a monetary contribution from a taxpayer to an eligible nonprofit SFO. The taxpayer may not designate a specific child as the beneficiary of the contribution and may not contribute more than \$5 million to any single eligible nonprofit SFO.</p>
7. How much of a tax credit may a corporation receive for contributing to a nonprofit scholarship-funding organization?	<p>The taxpayer may receive a dollar for dollar credit for an eligible contribution against any tax due for a taxable year, but the credit may not exceed 75% of the tax due, after the application of all other allowable tax credits.</p> <p>If the credit granted is not fully used in any one year because of insufficient tax liability on the part of the corporation, the unused amount may be carried forward for a period not to exceed 3 years; however, any taxpayer that seeks to carry forward an unused amount of tax credit must submit an application for allocation of tax credits or carryforward credits in the year that the taxpayer intends to use the carryforward. The total amount of tax credits and carryforward of tax credits allowed by statute each state fiscal year is \$88 million. This carryforward applies to all approved contributions made after January 1, 2002. The taxpayer may not convey, assign, or transfer the credit authorized to another entity unless all of the assets of the taxpayer are conveyed, assigned, or transferred in the same</p>

Corporate Tax Credit Scholarship Program

	transaction.
8. Is there a statewide cap on the amount of the tax credit that may be granted under this program?	Yes. The total statewide amount of the tax credit and the carry-forward of tax credits that may be granted each state fiscal year under this program is limited to \$88 million by statute. However, the 2004 Legislature limited the program to \$50 million in House Bill 1867 for the 2004-05 fiscal year. At least 5% of the total statewide amount authorized for the tax credit must be reserved for small businesses. According to current law, small businesses are defined as taxpayers who independently own and operate businesses that employ 200 or fewer full-time permanent employees and have a net worth of not more than \$5 million at the time of application.
9. What are the contribution limits to a nonprofit SFO?	The amount of eligible contributions that a nonprofit SFO may accept is limited to the amount needed to provide scholarships for qualified students identified and for which vacancies in eligible nonpublic schools have been identified.
10. What are eligible nonprofit scholarship-funding organizations?	<p>Eligible nonprofit SFOs are charitable organizations that are exempt from the federal income tax as defined in s. 501(c)(3) of the Internal Revenue Code. Eligible nonprofit SFOs are required to meet the following criteria:</p> <ul style="list-style-type: none"> • provide scholarships from eligible contributions to qualified students. • give priority to qualified students who received a scholarship from an eligible SFO during the previous year. • spend 100% of the eligible contribution to provide scholarships in the same state fiscal year in which the contribution was received (the state fiscal year begins on July 1 and ends on June 30 of each year). • not use any portion of eligible contributions for administrative expenses. • use all interest accrued from contributions for scholarships. • provide the Auditor General with an annual financial and compliance audit of their accounts and records conducted by independent certified public accountants.
11. How is a scholarship payment made?	<p>The payment will be made by check payable to the student's parent. If the parent chooses for his or her child to attend an eligible nonpublic school, the check must be mailed by the eligible SFO to the nonpublic school of the parent's choice, and the parent must restrictively endorse the check to the nonpublic school.</p> <p>The SFO must ensure that the parent endorses the check to the nonpublic school of the parent's choice for deposit into the account of the nonpublic school.</p>

Corporate Tax Credit Scholarship Program

<p>12. Who is responsible for administering the Corporate Tax Credit Scholarship Program?</p>	<p>The Department of Revenue (DOR) and the Department of Education (DOE) cooperatively administer the Corporate Tax Credit Scholarship Program.</p> <p>The DOE is responsible for adopting rules necessary to determine the eligibility of SFOs and identify students eligible to participate in the program. The DOE is also responsible for submitting annually, by March 15, a list of eligible SFOs to the DOR.</p> <p>The DOE must monitor:</p> <ul style="list-style-type: none"> • the eligibility of nonprofit scholarship-funding organizations. • the eligibility of nonpublic schools. • the eligibility of expenditures. <p>The DOR is responsible for adopting rules to administer the Corporate Tax Credit Scholarship Program, including:</p> <ul style="list-style-type: none"> • establishing application forms and procedures. • governing the allocation of tax credits and carry forward credits for this program on a first-come, first-served basis.
<p>13. What are the applicable statutes and rules?</p>	<p>Section 220.187, F.S. -- Credits for contributions to nonprofit scholarship-funding organizations. Section 288.703(1), F.S. -- Definition of small business.</p>
<p>14. Where can I get additional information?</p>	<p>Florida Department of Education Office of Independent Education & Parental Choice (850) 245-0502 or DOE Hotline 1-800-447-1636 www.floridaschoolchoice.org</p> <p>Manhattan Institute Education Research Office (954) 680-8083 www.manhattan-institute.org/html/cr_aplus.htm</p> <p>Florida Department of Revenue (850) 922-4715</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

Home Education

Fact Sheet

January 2005

1. What is home education?	Home education is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy school attendance requirements. A parent may <i>not</i> provide home education to the children of other parents. Current law does <i>not</i> prescribe a curriculum or course of study for home education programs.
2. Who can teach in a home education setting?	Any parent who complies with the reporting, record keeping, and student evaluation requirements specified in statutory law may conduct a home education program. The parent is not required to be a certified teacher.
3. What are the responsibilities of parents who establish a home education program?	A parent who conducts a home education program must: <ul style="list-style-type: none"> • Send a written notice of intent to the district school. • Maintain a portfolio of records, consisting of a log of educational activities, writings, worksheets, and creative materials used or developed by the student. • Make the portfolio available for inspection by the district school superintendent upon a 15-day notice. (The superintendent is not required to inspect <i>all</i> portfolios.) • Provide an annual educational evaluation of the student's educational progress. • Preserve student's portfolio for two years. • Submit a letter of termination upon completion of the home education program or change of residence.
4. How is the educational progress of home education students evaluated?	The parent may select the method of evaluation from: <ul style="list-style-type: none"> • A review of the portfolio and discussion with the student by a Florida certified teacher chosen by the parent or guardian; • A nationally normed student achievement test administered by a certified teacher; • A state student assessment test administered by a certified teacher, at a location and under testing conditions approved by the school district; • An evaluation by a psychologist holding a valid, active license; or • An evaluation by any other valid measurement tool that is mutually agreed upon by the superintendent and the parent.

<p>5. What oversight does the state or the school district have over home education programs?</p>	<p>A copy of the student's annual education evaluation must be filed in the superintendent's office. If the student does not demonstrate progress commensurate with his or her abilities, based on the annual education evaluation, the superintendent is required to notify the parents that they have one year to provide remedial instruction. At the end of that year, the student will only be allowed to continue in a home education program if re-evaluation shows acceptable educational progress. The district superintendent may inspect a home education student's portfolio at any time, upon 15 days written notice, but is not required to do so.</p>
<p>6. Can home education students attend public school part-time or for selected courses?</p>	<p>Students with identified disabilities who qualify for exceptional student education classes may participate in those classes for exceptional students offered in the public schools. School districts are <i>not</i> required to provide course work or instruction on a part-time basis for gifted or regular home education students who do not have identified disabilities. School districts may opt to implement policies allowing for such attendance, but such policies are not mandated by the state. (Refer to the Exceptional Student Education Fact Sheet.)</p>
<p>7. What are the provisions for students who exhibit a pattern of nonattendance to enroll in a home education program?</p>	<p>When a student who has been found to exhibit a pattern of nonattendance is enrolled in a home education program, the school district home education contact person will provide the parent with a copy of the home education law and the accountability requirements of the truancy law. Also, the parent will be referred to a home education review committee. The parent must submit the student's portfolio to the home education review committee within the first 30 calendar days and every 30 days thereafter until the committee determines that the home education program is in compliance.</p> <p>The review committee is composed by the school district home education contact person and at least two home educators selected by the parent from a list of eligible home education parents maintained by the district.</p>
<p>8. May a home education student participate in public school extracurricular activities?</p>	<p>Yes. An eligible home education student may participate in extracurricular activities at the public school to which the student would be assigned according to district school attendance area policies, at the public school which the student could choose to attend pursuant to district or interdistrict controlled open enrollment provisions, or at a nonpublic school pursuant to a participation agreement.</p>

	<p>Extracurricular means any school-authorized or education-related activity occurring during or outside the regular instructional school day. If a class is required to take part in the extracurricular activity, such as band class during the day in order to take part in the marching band, the home education student must be afforded the opportunity to enroll for the class. The district may report such a student for FTE purposes on a partial basis.</p> <p>Eligibility for participation is based on the following:</p> <ul style="list-style-type: none"> • The student must attend a home education program which meets the requirements of Florida law. • The student must meet the same residency requirements as other students in the school at which he or she participates. • The student must register his or her intent to participate with the school before the beginning date of the season for the activity in which he or she wishes to participate. • During the period of participation, the student must demonstrate educational progress in all subjects by a method of evaluation mutually agreed upon by the student's parent and the principal of the school. A public school student who has not maintained academic eligibility may not participate in extracurricular activities as a home education student until he or she successfully demonstrates educational progress in a home education program for one grading period. <p>Public schools may not belong to any governing organization that discriminates against an eligible home education student.</p>
9. What acceleration mechanisms are provided for students in a home education program?	<p>Home education students may participate in dual enrollment, career dual enrollment, early admission, and credit by examination. Home education students may enroll directly with the postsecondary institution or use the district's interinstitutional articulation agreement. If the home education student enrolls through the district's interinstitutional articulation agreement, the district may earn FTE and must provide instructional materials.</p>
10. What type of diploma do home education students receive?	<p>School districts, adult high schools, and community colleges may not provide regular high school diplomas to home education students. A home education student may take the General Educational Development (GED) test and be awarded a Florida GED diploma if the student receives a passing score. Thus, some parents choose to utilize a</p>

	curriculum provider (e.g., a correspondence school) that offers a credentialed diploma to the student.																								
11. Are home education students eligible for Bright Futures Scholarships?	Yes. Home education students may be eligible for a Bright Futures Scholarship if they are registered as home education students during the 11th and 12th grades. Documentation of appropriate SAT or ACT test scores as determined by the Department of Education is required (Refer to the Bright Futures Scholarship Program Fact Sheet.)																								
12. How many students in Florida are registered in home education programs?	<p>The following chart shows the increase in the number of students and families involved in home education programs.</p> <table><tr><th>School Year</th><th>Families*</th><th>Students**</th></tr><tr><td>1997-1998</td><td>21,507</td><td>31,440</td></tr><tr><td>1998-1999</td><td>21,881</td><td>33,219</td></tr><tr><td>1999-2000</td><td>26,656</td><td>37,196</td></tr><tr><td>2000-2001</td><td>27,792</td><td>41,128</td></tr><tr><td>2001-2002</td><td>29,417</td><td>44,460</td></tr><tr><td>2002-2003</td><td>30,892</td><td>45,333</td></tr><tr><td>2003-2004</td><td>32,166</td><td>47,151</td></tr></table> <p>* - Number of families statewide which registered their intent to establish home education programs. ** - Number of students statewide who participated in home education programs.</p>	School Year	Families*	Students**	1997-1998	21,507	31,440	1998-1999	21,881	33,219	1999-2000	26,656	37,196	2000-2001	27,792	41,128	2001-2002	29,417	44,460	2002-2003	30,892	45,333	2003-2004	32,166	47,151
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13. What are the applicable statutes?	Section 1002.01(1), F.S. -- Definition of Home Education Program. Section 1002.41, F.S. -- Home Education Programs. Section 1006.15, F.S. -- Extracurricular Activities. Sections 1009.531, 1009.534, 1009.535 and 1009.537, F.S. -- Bright Futures Scholarship Program.																								
14. Where can I get additional information?	Florida Department of Education Independent Education and Parental Choice (850) 245-0502 or DOE Hotline 1-800-447-1636 www.floridaschoolchoice.org General Education Development (GED) information: Toll free phone: 1-800-237-5113 Florida House of Representatives Education Council (850) 488-7451																								



Education Council

Charter School Districts

Fact Sheet

January 2005

<p>1. What are charter school districts?</p>	<p>In 1999, the Legislature established the Charter School Districts Pilot Program authorizing the State Board of Education to enter into a performance contract with a maximum of six school districts for the purpose of establishing them as charter school districts. Under the pilot program four charter school districts were created. In these districts the school board agreed to comply with certain performance goals contained in a performance contract that was approved by the State Board of Education. In return, the districts were granted statutory and rule exemptions.</p> <p>In 2003, the Legislature eliminated the Charter School District Pilot Program and replaced it with a statewide program allowing the creation of <i>academic performance-based charter school districts</i>. The new program is open to all high performing school districts and has no restrictions on the number of such districts that may be established.</p>
<p>2. How many charter school districts exist in Florida?</p>	<p>Presently, there are four charter school districts in Florida (Volusia County School District, Hillsborough County School District, Orange County School District, and Palm Beach County School District). These charter school districts were created under the 1999 pilot program, and have had their status grandfathered in until no later than 2007 at which time if they wish to continue to hold a charter they must conform to the standards applicable to Academic Performance-Based Charter School Districts. At this time, there are no academic performance-based charter school districts. However, several counties have expressed informal interest in the program.</p>
<p>3. What is an academic performance-based charter school district?</p>	<p>An academic performance-based charter school district is one that is granted statutory and rule exemptions based upon its record as a high performing school district as determined by the grades its public schools achieve. In order to be classified as "high performing" a school district must have at least 50% of its schools achieving grades of "A" or "B" for two consecutive years with no school earning two consecutive "D's" or "F's" during the same period. (Refer to the <i>School Grading System Fact Sheet</i>.)</p>
<p>4. How does a charter school district become an</p>	<p>Provided that a school district meets the "high performing" criteria, the State Board of Education may, upon application</p>

Charter School Districts

academic performance-based charter school district?	by the district, grant a pre-charter agreement giving the district limited flexibility and exemption from statutes and rules. The pre-charter agreement is also to contain direction for developing the full academic performance-based charter school district contract. Once that contract is completed and approved by the State Board of Education, the district becomes a full academic performance-based charter school district with expanded administrative flexibility and freedom as well as greater exemption from state statutes and rules.
5. Is an academic performance-based charter school district required to have new or converted charter schools in the district?	<p>No. Neither a charter school district under the pilot program nor an academic performance-based charter school district is statutorily required to have charter schools residing within it.</p> <p>Furthermore, traditional public schools located in a school district that has been established as a charter school district or an academic performance-based charter school district are not statutorily required to convert to charter schools.</p>
6. How long does charter school district or academic performance-based charter school district status last?	<p>Under the 1999 pilot program a charter school district was chartered for three years. At the end of the three year term, each of these school districts must have its performance evaluated and the State Board of Education may then renew or terminate the school district's charter.</p> <p>Under the academic performance-based charter school district program each qualifying district is granted an indefinitely renewable one-year charter. If at the end of any given year that district still qualifies based upon its school grades the charter is renewed. If at the end of the year the district no longer qualifies on the basis of school grades the district is given one year to come back into compliance. If it fails to do so by the end of the one year extension the charter is to be terminated.</p> <p>Compliance is defined as maintaining at least 50% of its school at the "A" or "B" grade level with no school earning a "D" or "F" grade for 2 consecutive years.</p>
7. Does a charter school district have a governing board?	Yes. The governing board of a charter school district must be the school district's elected board members. The school board (governing board) is responsible for supervising all schools in the school district. Additionally, the school board is authorized to create new charter schools; or convert its existing public schools to charter schools for the purpose of providing them with greater autonomy in return for performance accountability.

Charter School Districts

<p>8. Are charter school districts exempt from state statutes?</p>	<p>An academic performance-based charter school district shall be exempt from rules and statutes in accordance with its charter, as approved by the State Board of Education. The State Board must determine if the exemption will help the district maintain or improve its high-performing status. However, the State Board of Education may not exempt a charter school district from statutes pertaining to:</p> <ul style="list-style-type: none"> • Provision of services to students with disabilities; • Civil rights; • Student health, safety and welfare; • Election or compensation of school board members; • Student assessment program and school grading system, including chapter 1008; • Financial matters, including chapter 1010; • Planning and budgeting, including chapter 1011, except for sections 1011.64 and 1011.69 • Sections 1012.22(1)(c) and 1012.27(2) relating to performance pay policies; and • Educational facilities, including chapter 1013. <p>Charter school districts must comply with statutes pertaining to public records and meetings; financial disclosure by elected officials; and conflicts of interest by elected officials</p>
<p>9. What are the applicable statutes and rules?</p>	<p>Section 1003.62, F.S. -- Academic performance-based charter school districts.</p>
<p>10. Where can I get additional information?</p>	<p>Florida Department of Education Independent Education and Parental Choice (850) 245-0502 or DOE Hotline (800) 447-1636 www.floridaschoolchoice.org/charter.html</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



1. What are charter schools?	<p>Charter schools are public schools that operate under a performance contract, or a "charter" which frees them from many regulations created for traditional public schools while holding them accountable for academic and financial results. The charter contract between the charter school governing board and the sponsor details the school's mission, program, goals, students served, methods of assessment and ways to measure success. The length of time for which charters are granted varies but most are granted for three to five years.</p> <p>The legislative guiding principles behind charter schools are to meet high standards of student achievement while increasing parental choice; align responsibility with accountability; and provide parents information on reading levels and learning gains of their children. Charter schools are required to improve student learning; increase learning opportunities with special emphasis on low performing students and reading; and measure learning outcomes. Charter schools may create innovative measurement tools; provide competition to stimulate improvement in traditional schools; expand capacity of the public school system; and mitigate the educational impact created by the development of new residential units.</p>
2. How many charter schools are currently operating in Florida?	<p>Since 1996, which was the first year the Legislature authorized charter schools, the number of charter schools operating in Florida has grown from 5 to approximately 254. The 5 schools in 1996 served 574 students and the 254 schools serve approximately 67,500 students. Growth could accelerate in the future since the 2003 Legislature removed the limit on the number of newly created charter schools in a district.</p>
3. Who is eligible to attend charter schools?	<p>Charter schools are open to all students residing within the district; however, charter schools are allowed to target students within specific age groups or grade levels, students considered at-risk of dropping out or failing, students wishing to enroll in a charter school-in-the-workplace or charter school-in-a-municipality, students residing within a reasonable distance of the school, students who meet reasonable academic, artistic, or other eligibility standards established by the charter school, or students articulating from one charter school to another. Enrollment preference may be given to siblings of current charter school students or children of the charter school</p>

	<p>governing board members or employees.</p> <p>Additionally, a charter school may limit the enrollment process in order to target the following student populations:</p> <ul style="list-style-type: none">• Students within specific age groups or grade levels;• Students considered at-risk of dropping out of school or academic failure;• Students who wish to enroll in a charter school-in-the-workplace or a charter school-in-a-municipality;• Students residing within a reasonable distance of the charter school;• Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school;• Students articulating from one charter school to another.																																							
4. How does the demographic characteristics of students in charter schools compare with students in traditional public schools?	<p>The table below compares the characteristics of students enrolled in charter schools with those of students enrolled in traditional public schools.</p> <p>2002-2003 Demographic Data for Charter School Students Compared to Traditional Public School Students</p> <table><tr><th colspan="3">Ethnic Student Population</th></tr><tr><th>Ethnic</th><th>Charter Schools</th><th>Traditional Schools</th></tr><tr><td>Caucasian</td><td>46%</td><td>50%</td></tr><tr><td>African American</td><td>28%</td><td>24%</td></tr><tr><td>Hispanic</td><td>22%</td><td>21%</td></tr><tr><td>Asian</td><td>1%</td><td>2%</td></tr><tr><td>Multiracial</td><td>2%</td><td>2%</td></tr><tr><th colspan="3">Educational Needs</th></tr><tr><th>Need</th><th></th><th></th></tr><tr><td>Exceptional Student Education (ESE)</td><td>13%</td><td>20%</td></tr><tr><td>Limited English Proficiency</td><td>6%</td><td>8%</td></tr><tr><th colspan="3">Economic Indicator</th></tr><tr><td>Free or Reduced Price Lunch</td><td>37%</td><td>45%</td></tr></table>	Ethnic Student Population			Ethnic	Charter Schools	Traditional Schools	Caucasian	46%	50%	African American	28%	24%	Hispanic	22%	21%	Asian	1%	2%	Multiracial	2%	2%	Educational Needs			Need			Exceptional Student Education (ESE)	13%	20%	Limited English Proficiency	6%	8%	Economic Indicator			Free or Reduced Price Lunch	37%	45%
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5. How are charter schools created, organized, and operated?	<p>Charter schools are created when an individual, a group of parents or teachers, a business, a municipality, or a legal entity submits an application to the school district; the school district approves the application; the applicants form a governing board that negotiates a contract with the district school board; and the applicants and district school board agree upon a charter or contract. The district school board then becomes the sponsor</p>																																							

	<p>of the charter school. A state university may grant a charter to the university lab school and is considered to be the school's sponsor. The negotiated contract outlines expectations of both parties regarding the school's academic and financial performance.</p> <p>A charter school is organized and privately <i>operated</i> by teachers, parents, community leaders, businesses, or legal entities (which may include a for-profit management company). The charter school may serve at-risk students, or offer a specialized curriculum or core academic program, provide early intervention programs, or serve exceptional education students.</p> <p>Charter schools operated by for-profit management companies represent about 22% of charter schools in Florida in 2002-2003. The management companies are responsible for establishing the educational philosophy and design, including curriculum; assessment methods and tools; handling administrative, compliance, and business responsibilities; hiring and supervising personnel; and recruiting students.</p>
6. How does the application process work for a charter school?	<p>A school board receives and reviews all charter school applications and, within 60 days of receipt, must approve or deny the application. All charter applications must:</p> <ul style="list-style-type: none"> • Demonstrate how the school will use the guiding principles. • Provide a detailed curriculum. • Contain goals and objectives for improving student learning. • Describe the separate reading curricula and strategies. • Contain an annual financial plan. <p>If a school board denies an application, it must provide specific written reasons within 10 calendar days. The charter school applicant then has 30 calendar days to appeal after denial or after the school board has not rendered a decision within 60 days of receiving the application. The appeal is to the State Board of Education and the State Board's decision is a final action subject to judicial review.</p>
7. What is the Charter School Appeal Commission?	<p>The Charter School Appeal Commission assists the State Board of Education for fairly and impartially reviewing the following types of appeals:</p> <ul style="list-style-type: none"> • Denial of charter applications; • Non-renewal or termination of charter contracts; • Disputes over contract negotiations that have not been resolved through mediation. <p>During 2002-2003, the commission convened two times to hear eight appeals. The State Board of Education adopted the</p>

	<p>commission's recommendations 75% of the time. The majority of the State Board's decisions favored the sponsors or district school boards.</p> <p>The Commission may also hold dispute resolution hearings for the following appeals:</p> <ul style="list-style-type: none"> • Disputes over services contracted in a separate contract from the charter contract; • Disputes over contractual matters not included in the charter. <p>The 10-member commission is comprised of charter school operators, school district staff, and Department of Education staff.</p>
<p>8. Once an application has been approved what must the charter itself contain?</p>	<p>Current law requires charters to contain the following:</p> <ul style="list-style-type: none"> • School's mission, the students and their ages, and the grades that will be included in the charter school. • Focus of the school's curriculum, the instructional methods that will be used, any distinctive instructional techniques that will be employed, and the identification and acquisition of technology needed to improve educational and administrative performance. • Assurance that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The reading curriculum and the instructional strategies for implementation <i>must</i> be consistent with the Sunshine State Standards and be grounded in scientifically based reading research. • Current incoming baseline standard of individual student achievement, the outcomes that will be achieved, and the method of measurement that will be used. • Methods that will be used to identify the educational strengths and needs of students. • Method for determining if a student satisfies high school graduation requirements. • Method for resolving conflicts between the governing body of the charter school and the sponsor. • Admission and dismissal procedures, as well as the school's student conduct code. • Methods by which the charter school will achieve a racial/ethnic balance reflective of the community it serves or other public schools within the same school district. • Financial and administrative management of the charter school. • Incorporation of asset and liability projections required in

	<p>the application into the charter to facilitate comparison with information provided in the charter school's annual report.</p> <ul style="list-style-type: none"> • Specific provisions regarding audit, safety, insurance, term, facilities, teacher qualifications, governance, and timetable provisions.
9. What specific statutory requirements apply to charter school operations?	<p>A charter school is statutorily required to:</p> <ul style="list-style-type: none"> • be nonsectarian in its programs, admission policies, employment practices, and operations; • admit students as specified in Question 8; • be accountable to the school district for its performance; • not charge tuition and fees; • comply with all applicable state and local health, safety, and civil rights requirements; • not discriminate on the basis of race, national origin, sex, handicap, or marital status; • subject itself to an annual financial audit; • maintain all financial records that constitute its accounting system in accordance with current law; • annually adopt and maintain an operating budget; • fully participate in the state's education accountability program.
10. Are charter schools exempt from state statutes?	<p>Charter schools are generally exempt from the Florida K-20 Education Code (Ch. 1000-1013, F.S.), except those statutes specifically applying to charter schools; pertaining to the provision of services to students with disabilities; pertaining to civil rights; and pertaining to student health, safety, and welfare.</p> <p>Charter schools are not exempt from any statute governing public records; public meetings and records; public inspection; and penalties.</p> <p>The 2004 Legislature provided that:</p> <ul style="list-style-type: none"> • Charter schools are exempt from compliance with the State Requirements for Educational Facilities (SREF) but are required to comply with the Florida Building Code and the Florida Fire Prevention Code. • A local governing authority may not impose local building requirements more stringent than those in the Florida Building Code. <p>Charter schools are exempt from fees charged for building licenses.</p>
11. What are a conversion charter schools?	<p><i>Conversion charter schools</i> are traditional public schools that have been converted to charter schools. The school must have operated for at least two years as a traditional public school (including a school-within-a-school) in a school district before</p>

	<p>conversion. Application for a conversion may be made by a parent, teacher, principal, district school board or school advisory council, but must be approved by a majority of the teachers and a majority of the parents. A majority of the parents must participate in the vote. Nine conversion charter schools operated in Florida in 2002-2003 representing about 5% of the total number of charter schools in the state.</p> <p>The charter for a conversion charter school must identify the alternative arrangements that will be put in place to serve current students that choose not to attend the school after it is converted.</p> <p>Conversion charter schools are not eligible for charter school capital outlay funding if the conversion charter school operates in facilities provided to them by the school district.</p>
12. What are community partnership charter schools?	<p><i>Community partnership charter schools</i> are sponsored by local school districts in partnership with outside entities. Any portion of a facility used for a charter school is exempt from ad valorem taxes. These schools target specific student populations or neighborhoods or focus on specific areas of interest. This category includes:</p> <ul style="list-style-type: none"> • Charter schools-in-the workplace (See Question 13), • Charter schools-in-a municipality (See Question 14), • Community college charter schools (See Question 15), and <p>Museum partnership charter schools that focus on specific areas of interest. Examples are Terrace Community in Hillsborough County and Palm Beach Maritime in Palm Beach County.</p>
13. What are charter schools-in-the workplace?	<p><i>Charter schools-in-the-workplace</i> are sponsored by local school districts in partnership with a company or business. Such charter schools usually target the children of the employees of a company or business. The business partner provides the school facility to be used; enrolls students based upon a random lottery that involves all of the children of the employees of the business; and enrolls students according to the racial/ethnic balance reflective of the community or other public schools in the same school district. Examples of charter schools-in-the-workplace are The Villages in Sumter County, the JFK in Palm Beach County, and Ryder in Miami-Dade County.</p>
14. What are charter schools-in-a-municipality?	<p><i>Charter schools-in-a-municipality</i> are sponsored by local school districts in partnership with a municipality. Such schools enroll students based upon a random lottery that involves all of the children of the residents of the municipality and according to the racial/ethnic balance reflective of the community or other public schools in the same school district.</p>

	<p>If a municipality applies to establish a charter school feeder pattern and the district school board has approved each individual charter for each elementary, middle and senior high school in the feeder pattern, the schools are designated as one charter school. (Refer to Charter Schools Funding Fact Sheet, Question 7 for explanation of feeder pattern.) When several charter schools are designated as one charter school, the amount of money the school district can withhold for administrative fees is decreased. (Refer to Charter Schools Funding Fact Sheet, Question 2 for discussion on amount of administrative fees that may be withheld.) Consequently, the amount of money available for capital outlay for the charter school is increased.</p> <p>Examples of charter schools-in-a-municipality are in Pembroke Pines, Coral Springs, and North Lauderdale, all in Broward County; Marco Island in Collier County; and Kissimmee in Osceola County. The Coral Springs and Kissimmee charter schools are operated by for-profit management companies.</p>
15. What are community college charter schools?	<p><i>Community college charter schools</i> are statutorily authorized when a public community college, in cooperation with the school board or boards within the college's service area, develops a charter school that offers secondary education and allows students to obtain an associate's degree upon graduation from high school.</p> <p>Florida had one community college partnership school operating in 2002-2003. The Okaloosa-Walton Community College (OWCC) Collegiate High School is a public charter school of the Okaloosa School District, is operated by OWCC, and located on the Niceville Campus of OWCC. Students have full access to all college facilities, activities, and services.</p>
16. How do the instructional and administrative personnel of a charter school compare with the personnel of a traditional public school?	<p>Florida Statutes require that teachers employed by or under contract with a charter school be certified in the same manner as all other public school teachers in Florida.</p> <p>On average, charter schools have 21% more instructional staff than traditional public schools and 4% more administrative staff than traditional public schools.</p>
17. What are the applicable statutes and rules?	<p>Section 1002.32 (2) and (9), F.S. -- Charter lab schools. Section 1002.33, F.S. -- Charter schools. Section 1013.62, F.S. -- Charter schools capital outlay funding.</p> <p>Chapter 2004-268, L.O.F. -- General Appropriations Act, Specific Appropriation 20</p>

	Rule 6A-6.0781, F.A.C. -- Procedures for appealing a district board decision denying application for charter school
18. Where can I get additional information?	<p>Florida Department of Education (DOE) Independent Education and Parental Choice (850) 245-0502 or DOE Hotline (800) 447-1636 www.floridaschoolchoice.org/charter.html</p> <p>DOE Documents:</p> <ul style="list-style-type: none"> • <i>Implementation of the Class Size Amendment in Charter Schools</i>, Technical Assistance Document, August 2004 • <i>HB 55A - An Act Relating to Charter Schools</i>, Technical Assistance Document, June 24, 2003 • <i>FDOE, Florida Charter Schools 2002-2003 Annual Accountability Report</i>, August 2004 <p>Office of Program Policy Analysis and Government Accountability (OPPAGA) www.oppaga.state.fl.us</p> <p>Reports:</p> <ul style="list-style-type: none"> • <i>Progress Report: Charter School Management Strengthened, But Improved Academic Accountability Needed</i>, Report No. 01-22, March 2002. • <i>Program Review: Charter Schools Need Improved Academic Accountability and Financial Management</i>, Report No. 99-48, April 2000. <p>Charter School Audits by Florida Auditor General http://www.state.fl.us/audgen/pages/subjects/charterschool.htm</p> <p>Websites:</p> <ul style="list-style-type: none"> • Florida Charter School Resource Center http://www.charterschools.usf.edu • Charter Schools Accountability Center http://csac.fsu.edu <p>Florida House of Representatives Education Council (850) 488-7451</p>



<p>1. How are charter schools held accountable?</p>	<p>First and central to charter school accountability is the charter or contract between the charter school and the sponsor, usually the school district. The sponsor may close a charter school if the school fails to participate in Florida's accountability system, fails to meet the student performance outcomes agreed upon in the charter, fails to meet generally accepted standards of fiscal management, violates the law, or shows other good cause. In 2002-2003, eight charter schools closed; four were closed by the sponsor (school district) and four were closed by the school's governing board. The schools closed by the sponsor were due to financial issues and poor leadership.</p> <p>The foundation for a charter school's evaluation based on the charter agreement is the school's annual report submitted to the sponsor. The sponsor then submits the report to the Commissioner of Education. At a minimum, the annual report must include:</p> <ul style="list-style-type: none"> • Student achievement performance data. • Data on the financial status of the charter school. • Documentation of the currently used and planned facilities. • Descriptive information about the charter school's personnel. <p>Charter schools are evaluated and assigned a school grade using the same standards and criteria as traditional public schools. (Refer to the School Grading System Fact Sheet.)</p> <p>The Department of Education is statutorily required to annually provide an analysis and comparison of the overall performance of charter school students to traditional public school students. The comparison is to be based on the statewide assessment program and information reported by the charter school to the school district. <i>Florida Charter Schools 2002-2003 Annual Accountability Report</i>, was released by the Department of Education in August 2004.</p>
<p>2. What were the findings of the annual accountability</p>	<p>The 2004 Report released by DOE contains the following findings:</p> <ul style="list-style-type: none"> • 34% of Florida's charter schools made Adequate Yearly

report?	<p>Progress (AYP), as defined in No Child Left Behind, in 2002-2003. Only 16% of Florida's traditional public schools made AYP during the same year.</p> <ul style="list-style-type: none"> • 71% of all charter schools received a C or better in Florida's A+ Accountability System. • In some instances, students initially entering charter schools may have lower developmental scale scores (DSS) than students remaining in traditional public schools. DSS show year-to-year progress and can be used to calculate whether a student has made a year's growth in a year's time. The "gap," is largest in grade 10 and tends to be larger in math than in reading. In grades 3 and 6 reading, charter students outscore students in traditional schools. • Students in charter schools have larger learning gains than students in traditional schools.
3. How are the constitutionally mandated class size reduction requirements being implemented in charter schools?	<p>Although traditional public schools are allowed to measure compliance based upon district averages until 2006-2007, charter schools are not included in district averages because they are independently governed and are administratively outside of the school districts. Until 2006-2007, charter schools, in conjunction with their sponsors, are required to:</p> <ul style="list-style-type: none"> • develop individualized class size reduction plans for the use of class size reduction funds, and • to measure progress toward meeting school-level compliance. <p>All charter schools receive class size reduction funds, which is an operating categorical. Charter schools that are not in compliance with the constitutional maximums (Refer to Class Size Fact Sheet.) may use the funds to help achieve the class size requirements. For those charter schools that achieve, and then maintain, the maximum allowable class sizes prior to the 2010 deadline, the funds may be used for operational expenses, with priority given to increasing teacher salaries.</p> <p>In 2006-2007 and 2007-2008, compliance with the class size reduction requirements for all public schools, including charter schools, will be measured at the school level. In 2008-2009, compliance will be measured at the classroom level. All Florida public schools, including charter schools, must be in full compliance with the constitutional provisions beginning in 2010-2011.</p>
4. What are the applicable statutes and rules?	<p>Section 1002.32 (2) and (9), F.S. -- Charter lab schools. Section 1002.33, F.S. -- Charter schools.</p>

	Chapter 2004-268, L.O.F. -- General Appropriations Act, Specific Appropriation 20
5. Where can I get additional information?	<p>Florida Department of Education (DOE) Independent Education and Parental Choice (850) 245-0502 or DOE Hotline (800) 447-1636 www.floridaschoolchoice.org/charter.html</p> <p>DOE Documents:</p> <ul style="list-style-type: none"> • <i>Implementation of the Class Size Amendment in Charter Schools</i>, Technical Assistance Document, August 2004 • <i>HB 55A - An Act Relating to Charter Schools</i>, Technical Assistance Document, June 24, 2003 • FDOE, <i>Florida Charter Schools 2002-2003 Annual Accountability Report</i>, August 2004 <p>Office of Program Policy Analysis and Government Accountability (OPPAGA) www.oppaga.state.fl.us</p> <p>Reports:</p> <ul style="list-style-type: none"> • <i>Progress Report: Charter School Management Strengthened, But Improved Academic Accountability Needed</i>, Report No. 01-22, March 2002. • <i>Program Review: Charter Schools Need Improved Academic Accountability and Financial Management</i>, Report No. 99-48, April 2000. <p>Charter School Audits by Florida Auditor General http://www.state.fl.us/audgen/pages/subjects/charterschool.htm</p> <p>Websites:</p> <ul style="list-style-type: none"> • Florida Charter School Resource Center http://www.charterschools.usf.edu • Charter Schools Accountability Center http://csac.fsu.edu <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

Charter School Funding

Fact Sheet

January 2005

<p>1. How are charter school operations funded?</p>	<p>Charter schools are funded by the state in the same way as all other public schools in the school district. The charter school receives operating funds from the Florida Education Finance Program (FEFP) based on the number of full-time (FTE) students enrolled. Charter school funding includes gross state and local funds, discretionary lottery funds, and funds from the school district's current operating discretionary millage levy; divided by the total funded weighted full-time equivalent (FTE) students in the school district; multiplied by the weighted FTE students in the charter school. Charter schools are entitled to their proportionate share of categorical program funds, for eligible students and programs.</p> <p>Charter schools may also access federal funds through a competitive grant process.</p> <ul style="list-style-type: none">• During the first two years of operation, charter schools may apply for and receive <i>implementation grants</i>. In 2002-2003, there were 61 <i>first year</i> charter school implementation project awards, totaling about \$8.5 million. The average project award was about \$200,000 per school. Forty-nine charter schools in the <i>second year</i> received a total of approximately \$11 million. Each award was approximately \$233,000.• Charter schools that have been in operation for at least three consecutive years and have demonstrated overall success may apply for a dissemination grant. In 2002-2003, eleven grants were awarded totaling \$810,000 with awards ranging from \$40,000 to \$100,000 each.
<p>2. What, if any, services does the district provide for the charter school?</p>	<p>The sponsor, or school district, must provide certain administrative and educational services to charter schools:</p> <ul style="list-style-type: none">• Contract management services• FTE and data reporting services• Exceptional student education administration services• Test administration services, including payment of costs of state-required or district-required student assessments• Processing of teacher certificate data services• Information services, including equal access to student information systems that are used by public schools in the

	<p>district in which the charter school is located.</p> <p>The school district may charge a charter school, including a conversion charter school, a total administrative fee based on 5% of the available per student FEFP funds. The fee is to cover district costs for the administrative services listed above. For schools with 501 students and above, the calculation is made only on 500. Any charter school with an enrollment over 500 calculates the 5% for those students over 500, but retains the calculated amount to be used for capital outlay purposes only. Conversion charter schools must use these funds for renovation, repair, and maintenance of facilities owned by the sponsor.</p> <p>School districts may not charge additional fees or surcharges for the above services unless the school district <i>contracts</i> with the charter school to provide additional goods and services. Appeals may be made for a dispute resolution hearing before the Charter School Appeal Commission for disputes over contracted services or contractual matters not in the charter. (Refer to Charter Schools Overview Fact Sheet, Question 7.)</p>
<p>3. How do charter schools provide transportation?</p>	<p>Charter schools are entitled to their proportionate share of transportation funds for eligible students. The charter school and the school district are required to cooperate in making arrangements so that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school. Transportation of charter school students must be consistent with the district school board requirements for transportation of all public K-12 students. The charter school may provide transportation through an agreement or contract with the school district, a private provider, or parents.</p> <p>According to a January 2000 survey regarding transportation of charter school students by the Florida Charter School Resource Center at the University of South Florida:</p> <ul style="list-style-type: none"> • 37.03% got to school by their parents • 29.32% got to school by school bus • 26.43% got to school by other means of transportation • 6.67% got to school by a private contractor • 0.55% were in residential programs. <p>The 2004 Legislature required the Department of Education to conduct a study and submit a report by November 2004 regarding transportation issues as they relate to charter</p>

	<p>schools. The study is to include:</p> <ul style="list-style-type: none"> • full-time equivalent (FTE) and data reporting services with respect to transportation; • impact that transporting charter school students has on a school districts average bus occupancy; • feasibility of calculating average bus occupancy separately for charter schools and school districts; and • additional costs of transporting students who choose not to attend conversion charter schools.
4. How are charter school facilities funded?	<p>Capital outlay funding is allocated to each eligible charter school by multiplying the charter school's projected student enrollment by one-fifteenth of the cost-per-student station for an elementary, middle, or high school, unless otherwise provided in the General Appropriations Act.</p> <p>Beyond this basic calculation the eligibility criteria and the distribution pattern for those funds is tied to the amount of charter school capital outlay funds appropriated for the 2002-2003 fiscal year, or \$27.7 million. The same amount has been appropriated every year since 2001.</p>
5. What are the eligibility criteria for charter schools to receive capital outlay?	<p>To be eligible to receive charter school capital outlay funding, a charter school must:</p> <ul style="list-style-type: none"> • Have been in operation for 3 or more years, be part of an expanded feeder pattern of a charter school that is currently receiving capital outlay funding (See Question 7 on expanded feeder patterns.), or have been accredited by the Commission on Schools of the Southern Association of Colleges and Schools; • Have financial stability for future operation; • Have satisfactory student achievement; • Have received final approval from sponsor for operation; and • Serve students in facilities not provided by the sponsor.
6. What is the distribution pattern for the appropriated funds for charter school capital outlay?	<p>If the amount appropriated for charter school capital outlay in a given year is equal to \$27.7 million, capital outlay funds will be distributed to the following three classes of charter schools:</p> <ul style="list-style-type: none"> • Same charter schools that received funding during the 2002-2003 fiscal year. • Charter schools that are part of an expanded feeder pattern of schools that received funding during fiscal year 2002-2003. (See Question 7 on expanded feeder patterns.) • Schools that hold a charter and were serving students at the beginning of the 2003-2004 school year, and which incurred long-term (5 years or more) financial obligations

	<p><i>prior</i> to January 31, 2003, or began construction of educational facilities <i>prior</i> to December 31, 2002.</p> <p>If the amount appropriated in a given year is less than \$27.7 million, then the available funds are to be prorated among the three classes of charter schools, including charter lab schools.</p> <p>If the amount appropriated in a given year is greater than \$27.7 million, the available capital outlay dollars must be distributed as follows:</p> <ul style="list-style-type: none"> • The first \$27.7 million must be distributed in the same manner as an appropriation that is equal to \$27.7 million, listed above. • All funds over \$27.7 million must be distributed on a priority basis with the first priority going to those charter schools, including charter lab schools, with long term (5 years or more) debt or leases. If there are insufficient funds to give each first priority school an allocation equal to 1/15th per student station then the money is to be prorated among them. Once the first priority schools have been served if there is further capital outlay money available then all other charter schools deemed eligible are to receive funding.
<p>7. For purposes of capital outlay, when is a charter school part of an expanded feeder pattern?</p>	<p>A charter school is part of an expanded feeder pattern if it is paired with a school, located in the same school district, that received capital outlay funding during fiscal year 2002-2003, and if the charters of both schools contain a provision either to send (feed) or receive (be fed) a majority of the transfer-eligible students to and from the school with which it is paired.</p> <p>The key concept is one of <i>specific linkage within the charters</i>. There must exist specific provisions within the charters of <i>both</i> schools that detail student transfer protocols applicable to a majority of eligible transfer students. For example, if a school serving grades 5 through 8 has a provision within its charter to <i>receive</i> a majority of eligible transfer students directly from a school serving students in grades K-4, that has a complimentary provision in its charter to <i>send</i> a majority of its eligible transfer students to it, then those schools form a feeder pattern. This example also works in reverse. However, in either case the grade level connection must be direct. A grade K-4 school and a grade 9-12 school cannot be considered a feeder pattern since there is a missing intermediate step.</p>

<p>8. What are the permissible uses of capital outlay funds by charter schools?</p>	<p>The permissible uses of capital outlay funds by charter schools are:</p> <ul style="list-style-type: none"> • Purchase of real property • Construction of school facilities • Purchase, lease-purchase, or lease of permanent or relocatable school facilities • Purchase of vehicles to transport students to and from the charter school • Renovation, repair, and maintenance of school facilities that the charter school owns or is purchasing through a lease-purchase or long-term lease of 5 years or longer
<p>9. What happens to charter school funds and property when a charter school is closed?</p>	<p>When a charter is not renewed or is terminated any unencumbered public funds from the charter school reverts to the district school board; all district school board property and improvements, furnishings, and equipment purchased with public funds automatically revert to full ownership by the district school board subject to complete satisfaction of any lawful liens or encumbrances.</p>
<p>10. What are the applicable statutes and rules?</p>	<p>Section 1002.32(2) and (9), F.S. -- Charter lab schools. Section 1002.33, F.S. -- Charter schools. Section 1013.62, F.S. -- Charter schools capital outlay funding.</p> <p>Chapter 2004-268, L.O.F. -- General Appropriations Act, Specific Appropriation 20 Rule 6A-6.0781, F.A.C. -- Procedures for appealing a district board decision denying application for charter school</p>
<p>11. Where can I get additional information?</p>	<p>Florida Department of Education (DOE) Independent Education and Parental Choice (850) 245-0502 or DOE Hotline (800) 447-1636 www.floridaschoolchoice.org/charter.html</p> <p>DOE Documents:</p> <ul style="list-style-type: none"> • <i>Implementation of the Class Size Amendment in Charter Schools</i>, Technical Assistance Document, August 2004 • <i>HB 55A - An Act Relating to Charter Schools</i>, Technical Assistance Document, June 24, 2003 • <i>FDOE, Florida Charter Schools 2002-2003 Annual Accountability Report</i>, August 2004 <p>Office of Program Policy Analysis and Government Accountability (OPPAGA) -- www.oppaga.state.fl.us</p> <ul style="list-style-type: none"> • <i>Program Review: Charter Schools Need Improved Academic Accountability and Financial Management</i>, Report No. 99-48, April 2000.

	<p>Charter School Audits by Florida Auditor General http://www.state.fl.us/audgen/pages/subjects/charterschool.htm</p> <p>Websites:</p> <ul style="list-style-type: none">• Florida Charter School Resource Center http://www.charterschools.usf.edu• Charter Schools Accountability Center http://csac.fsu.edu <p>Florida House of Representatives Education Council (850) 488-7451</p>
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<p>1. What is the K-8 Virtual School pilot program?</p>	<p>The K-8 Virtual School pilot program allows eligible K-8 virtual schools to be created as independent public schools that use on-line and distance learning technology to deliver instruction to full-time students in kindergarten and grades one through eight. The 2003 Legislature authorized the Department of Education (DOE) to provide for the creation of at least two pilot K-8 virtual schools. The two schools selected by the DOE in response to the request for proposal were the Connections Academy, Inc., a division of Sylvan Learning Centers, and K12, Inc., a virtual school started by William Bennett.</p> <p>Both schools in the pilot program depend on parents or other responsible adults as their students' primary teachers, using on-line curriculum, lessons, progress tests, and record-keeping as well as books and other more traditional learning materials. Parents are encouraged to organize field trips and other group activities so their children have contact with other virtual school students. The schools provide computers and help cover the cost of Internet access for their students who complete 10 to 30% of their work on-line depending on the grade level.</p> <p>Both of the schools in the pilot program require a minimum of one parent-teacher telephone conference every two weeks. Teachers are available at other times via e-mail or telephone. The teachers oversee students' progress through checking samples of their work.</p>
<p>2. What criteria are required for a K-8 virtual school to participate in the pilot program?</p>	<p>To be eligible to participate in the pilot program, a K-8 virtual school must:</p> <ul style="list-style-type: none"> • conform all curriculum and course content to the Sunshine State Standards; • administer the Florida Comprehensive Assessment Test (FCAT) or, for those students in grades that are not required to take the FCAT, local assessments and the K-3 state-approved assessment for reading adopted by Just Read, Florida; • employ on-line teachers who are certified in Florida.
<p>3. What are the eligibility criteria set in the proviso</p>	<p>Proviso language in the 2003 General Appropriations Act limited student eligibility to students who had attended a Florida public school the previous year. However, in 2003-</p>

language for students to enroll in a K-8 virtual school?	<p>2004, kindergarteners and first graders who met the minimum age requirements for attendance at regular public schools were allowed to participate in the K-8 virtual school pilot program. 227 kindergarten and first graders were enrolled in the K-8 virtual schools for the 2003-2004 school year.</p> <p>In 2003, total enrollment was not allowed to exceed 1,000 students and no more than 25% of students enrolled could live in a particular district. Students were served on a first enrolled, first served basis. If students with special needs were served, the Individualized Education Program (IEP) for those students was to designate that on-line learning met their needs.</p> <p>In 2004, enrollment was limited to a total of 800 students comprised of those who were enrolled in either of the two pilot K-8 virtual schools during the 2003-2004 school year and siblings of those students.</p>
4. What are the advantages of enrollment in the pilot K-8 virtual schools?	Enrolled students are equipped with free computers, software, subsidized Internet access, complete curriculum packages, and other relevant course materials so instruction may take place in a site other than an overcrowded classroom. The premise is to meld public education with strong parental involvement.
5. How is the pilot program funded?	<p>In 2003, the pilot K-8 virtual schools were funded with grants of up to \$4,800 per student with total enrollment not to exceed 1,000 students. The total appropriation was \$4,800,000.</p> <p>The 2004 Legislature funded the grants in the same amount per student with total funding not to exceed \$3,840,000; thus, reducing the cap to 800 students.</p>
6. How did the pilot program schools and students perform at the end of the first year of operation?	<p>FCAT results indicated that students tested well at reading, but poorly at math and writing. Writing scores were below the state average.</p> <p>Connections Academy earned a letter grade of C, and Florida Virtual Academy earned a letter grade of B.</p> <p>Surveys indicate very high parent satisfaction.</p>
7. What are the applicable statutes and rules?	<p>2003 General Appropriations Act, Specific Appropriation 4D.</p> <p>2004 General Appropriations Act, Specific Appropriation 10B.</p>
8. Where can I get additional information?	<p>Connections Academy 1000 Lancaster Street, 6th Floor Baltimore, MD 21202 E-mail: info@connectionsacademy.com</p>

	<p>K12, Inc. 8000 Westpark Drive Suite 500 McLean, Virginia 22102 1-888-YOURKI12 (968-7512) Web site: www.k12.com www.flva.org</p> <p>Florida Department of Education Office of Independent Education and Parental Choice (850) 245-0502</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>
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Education Council

Florida Virtual School

Fact Sheet

January 2005

<p>1. What is Florida Virtual School?</p>	<p>The Florida Virtual School (FLVS) is a public on-line school offering virtual education options for students in grades 7 through 12 as well as adults seeking GED alternatives. Courses are free to all Florida students and are available to public, private, and home school students. Priority is given to students who need expanded access to courses in order to meet their educational goals, such as home education students and students in inner-city and rural high schools that do not have access to higher-level courses and students seeking accelerated access in order to obtain a high school diploma at least one semester early.</p> <p>School districts may not limit student access to courses offered through the Florida Virtual School; they are required to provide students with access to enroll in courses available through the Florida Virtual School and award credit for successful completion of such courses. Access must be made available to students during or after the normal school day and through summer school enrollment.</p>
<p>2. How are the courses and delivery system designed?</p>	<p>All FLVS courses are delivered over the Internet. To help assure student success with virtual learning, a variety of web-based, technology-based and traditional resources are provided. These include phone, fax, stand-alone software, print-based material, websites, and real-world experts.</p> <p>FLVS has a full high school curriculum and offered 75 courses for the 2003-2004 school year. The courses are based on the Sunshine State Standards. The curriculum included honors and Advanced Placement courses. FLVS course grades are accepted for credit and are transferable. FLVS is accredited by the Southern Association of Colleges and Schools.</p> <p>Students may take different routes through their courses and show mastery in a variety of ways, depending upon their learning styles and previous knowledge of the subject. When first designed, learners could progress through courses at any pace; however, this feature was modified since the school works in conjunction with districts on a traditional calendar and credit system. In order for districts to give graduation credits and plan for a student, a time-certain finish date was</p>

	needed. Students must now specify whether they will work at a traditional, accelerated, or extended pace.
3. What are the credentials and availability of the teachers?	<p>All FLVS teachers possess a valid Florida teaching certificate and are certified specifically in the subject they teach. At least fifteen of the teachers are certified by the National Board of Professional Teaching Standards (NBPTS).</p> <p>Teachers can keep the content alive and current. They have the option of inputting current events and new graphical representations on an as-needed basis for their students. Teachers are available by e-mail, pager, telephone, and calls from students are returned within 24 hours. Teachers do monthly progress reports and are required to make at least one monthly telephone contact with students and parents. Although the administrative and technical functions of FLVS are primarily housed in Orange County, all of the teachers and many of the support and administrative staff are based throughout the state.</p>
4. How do students and districts participate?	<p>Florida Virtual School is affiliated with all 67 Florida school districts. Adopting policies to encourage students to take courses from FLVS is one of the options that district school boards must consider implementing in order to meet the constitutional class size maximums. At the beginning of each school year, district school boards must notify parents of students in or entering high school of the opportunity and benefits of acceleration mechanisms, including the Florida Virtual School courses.</p> <p>The FLVS board of trustees may enter into franchise agreements with Florida district school boards.</p>
5. How did the Florida Virtual School get started?	<p>The web-based on-line high school was initially a 1997 pilot project. In 2000, the Legislature established a FLVS board of trustees to adopt rules, policies, and procedures; enter into agreements with distance learning providers; and acquire, enjoy, use, and dispose of patents, trademarks, copyrights, licenses, rights and interests.</p> <p>The 2001 Legislature moved the administration of the school to the Commissioner of Education's Office of Technology and Information Services; provided a mission statement for the Florida Virtual School; provided that the school must serve any student in the state who meets the profile for success for educational delivery on-line context; and provided that priority must be given to students needing expanded access to courses such as home education students and students in inner-city and rural high schools who do not have access to higher-level</p>

	<p>courses, and students seeking accelerated access (Ch. 2001-89, L.O.F.)</p> <p>Additionally, the 2003 Legislature authorized franchise agreements, required the board of trustees to submit to the State Board of Education both forecasted and actual enrollments and credit completions for FLVS, including the number of public, private, and home education students served by program and by county of residence, and included the FLVS as a public school choice option for students.</p>																								
6. What is the history of funding and enrollments for the Florida Virtual School?	<p>Florida has historically supported FLVS through funding: \$200,000 in 1996 through a Department of Education Break-the-Mold grant; and specific legislative appropriations since then. The following table shows historical funding amounts and enrollments for FLVS. Enrollment is defined as the number of course seats that students have taken or are currently taking. The enrollment number is consistently larger than the student count because students may sign up for more than one course. If a student enrolls in three courses, the student count is one while the enrollment count is three. The average number of online classes takes is 1.5 enrollments per student.</p> <p style="text-align: center;">Florida Virtual School Funding and Enrollments</p> <table><tr><th>Year</th><th>Amount</th><th>Enrollments</th></tr><tr><td>1997-98</td><td>\$1.3 million</td><td>225</td></tr><tr><td>1998-99</td><td>\$4.36 million</td><td>1100</td></tr><tr><td>1999-2000</td><td>\$3.8 million</td><td>280</td></tr><tr><td>2000-01</td><td>\$6.17 million</td><td>5900</td></tr><tr><td>2001-02</td><td>\$6.17 million</td><td>8200</td></tr><tr><td>2002-03</td><td>\$6.9 million</td><td>10,200</td></tr><tr><td>2003-04*</td><td>\$8.4 million</td><td>21,000</td></tr></table> <p>*(See Question 7.)</p>	Year	Amount	Enrollments	1997-98	\$1.3 million	225	1998-99	\$4.36 million	1100	1999-2000	\$3.8 million	280	2000-01	\$6.17 million	5900	2001-02	\$6.17 million	8200	2002-03	\$6.9 million	10,200	2003-04*	\$8.4 million	21,000
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7. How does funding through the FEFP work?	<p>The 2003 Legislature provided for the Florida Virtual School to be funded in the Florida Education Finance Program (FEFP) through a performance-based approach. In the FEFP, funding is based on "credit successfully completed" with six credits equaling one full-time equivalent student (FTE). No funding is</p>																								

	<p>earned if the student does not successfully complete the course. A student who completes less than six credits is a fraction of a full-time equivalent student. Half credit completions are included in determining a full-time equivalent student. Credit completed by a student in excess of the minimum required for that student for high school graduation is not eligible for funding. The 2003-2004 and 2004-2005 funding for the FLVS in the FEFP was as follows:</p> <table><tr><th>Year</th><th># of Unweighted FTE</th><th>Amt/FTE</th><th>Total Funds (includes Categorical Funds)</th></tr><tr><td>2003-2004</td><td>1,942.43</td><td>\$4,814.87</td><td>\$9,352,548</td></tr><tr><td>2004-2005</td><td>2,692.18</td><td>\$4,982.10</td><td>\$13,412,698</td></tr></table> <p>The FLVS receives categorical funding for instructional materials, public school technology, class size reduction, and teacher training. The FLVS does not receive funding for the remaining two categoricals, which are Florida Teacher Lead and transportation.</p> <p>In addition to the FEFP funding, the 2004 Legislature provided \$800,000 to FLVS to support activities associated with development and implementation of a grade six through eight curriculum and \$1,373 in District Cost Differential (DCD) Transition Supplement funds.</p>	Year	# of Unweighted FTE	Amt/FTE	Total Funds (includes Categorical Funds)	2003-2004	1,942.43	\$4,814.87	\$9,352,548	2004-2005	2,692.18	\$4,982.10	\$13,412,698
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8. How does the governance structure of the FLVS work?	<p>The FLVS board of trustees has the responsibility for sustaining a self-sufficient delivery system through the FEFP. They must aggressively seek avenues to generate revenue to support FLVS's future endeavors. FLVS may accrue supplemental revenue from supplemental support organizations, including alumni associations, foundations, parent-teacher associations, and booster associations. Additionally, FLVS may receive other funds from grants and donations.</p> <p>School districts operating a virtual school that is certified by the Commissioner of Education as an approved franchise of the FLVS may count full-time equivalent students for funding purposes in the FEFP. The FLVS board of trustees establishes the criteria defining the elements of an approved franchise, the terms and conditions governing franchise agreements, and the performance and accountability measures for a school district franchise. The board of trustees also reports the performance of each school district franchise to the Commissioner of Education.</p>												

	<p>Although the ownership of patents, trademarks, and copyrights remains with the state, the board has the full right of use and the right to retain any revenues derived from their use to support the school's research and development in order to improve courses and services for students.</p>
9. What are the applicable statutes and rules?	<p>Section 1001.42(21), F.S. -- District School Board Duties. Section 1002.37, F.S. -- Florida Virtual School.</p> <p>2004 General Appropriations Act, Specific Appropriation 10B and 87A 2003 General Appropriations Act, Specific Appropriation 65</p> <p>Rule 6A-1.099, F.A.C. -- Cooperative Projects and Activities</p>
10. Where can I get additional information?	<p>The Florida Virtual School 445 West Amelia Street Orlando, FL 32801 (407) 317-3326, Ext. 2742 http://www.flvs.net</p> <p>Florida Department of Education Office of Independent Education & Parental Choice (850) 245-0502 or DOE Hotline 1-800-447-1636</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>

PUBLIC SCHOOLS
Assessment/Accountability



Education Council

Sunshine State Standards

Fact Sheet

January 2005

1. What are the Sunshine State Standards?	The Sunshine State Standards are standards that identify what public school students should know and be able to do. The standards form the basis of public K-12 educational instruction and are high levels of expectations for student achievement in Florida public schools for grades Pre-K to 2, 3-5, 6-8 and 9-12. The standards are the foundation of student performance. The tool for the evaluation and demonstration of the standards is the Florida Comprehensive Assessment Test (FCAT). (Refer to the Florida Comprehensive Assessment Test Fact Sheet .)
2. How were the Sunshine State Standards developed?	The DOE began developing the Sunshine State Standards in 1994 with the help of teachers, school administrators, business leaders, nationally-known education experts, and representatives of professional organizations. Extensive research was conducted on content, competencies, and instructional practices culminating in the Sunshine State Standards in early 1996. The State Board of Education approved the standards in 1996 to give parents, students, teachers, and school administrators a clear understanding of what skills and competencies Florida students should have in subject areas at specified stages of their school career.
3. What subject areas are covered in the Sunshine State Standards?	The Sunshine State Standards were originally developed for seven subject areas. Since 1996, subjects have been further defined and include language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages, reading, writing, history, government, geography, economics, and computer literacy. In the subject areas of language arts, mathematics, science, and social studies, the standards have been expanded to include grade level expectations.
4. Why are the Sunshine State Standards necessary?	The Sunshine State Standards establish the baseline of information that students are expected to know at specified stages of their academic progression for purposes of measuring student performance and progress. The Sunshine State Standards are the foundation for a system of high standards and levels of achievement. With established standards at four combined grade levels, students can be monitored academically as they develop.
5. How will students know that they are meeting the	State and local assessments may be used to determine student progression. The Florida Comprehensive Assessment Test

standards?	(FCAT), which is a combination of criterion-referenced and norm-referenced components, is designed and used to measure how well students in grades 3-10 are learning the skills and competencies outlined in the Sunshine State Standards. Assessments for each grade level must be capable of measuring each student's mastery of the Sunshine State Standards for that grade level and above, and must measure the annual progress of mastery of the Sunshine State Standards. (Refer to the Florida Comprehensive Assessment Test Fact Sheet.)
6. What are the applicable statutes and rules?	Section 1000.21(7), F.S. - Definition. Section 1001.03(1), F.S. -- Student performance standards. Section 1003.41, F.S. -- Sunshine State Standards. Section 1008.22, F.S.-- Student assessment program. Rules 6A-1.09401, F.A.C. -- Minimum student performance standards
7. Where can I get additional information?	Florida Department of Education K-12 Office of the Chancellor (850) 245-0509 Florida House of Representatives Education Council (850) 488-7451



Education Council

Florida Comprehensive Assessment Test (FCAT)

Fact Sheet

January 2005

<p>1. What is the Florida Comprehensive Assessment Test?</p>	<p>The Florida Comprehensive Assessment Test (FCAT) is a series of norm-referenced and criterion-referenced tests designed to measure the Sunshine State Standards skills and competencies. The FCAT is an integral part of Florida's overall plan to improve student achievement through higher standards. The Sunshine State Standards outline the skills and competencies Florida students should have in seven subject areas at certain stages of their school career. (Refer to the Sunshine State Standards Fact Sheet.)</p>
<p>2. In what grades is the FCAT administered?</p>	<p>The FCAT is administered as follows:</p> <ul style="list-style-type: none">• <i>Mathematics tests</i> -- administered in grades 3 through 10, these tests are multiple choice and short-answer/long-answer performance tasks and include information related to other Sunshine State Standards content areas such as the arts, social studies, science, foreign language, and physical education.• <i>Reading tests</i> -- administered in grades 3 through 10, these tests are multiple-choice and short-answer/long-answer performance tasks that use various books and publications that students should be able to read at their grade level.• <i>Writing tests</i> -- administered in grades 4, 8, and 10, these tests require students to prepare original essays on various topics that are scored on a rubric of 1 to 6.• <i>Science tests</i> - administered in grades 5, 8, and 10, these tests are multiple-choice and performance tasks that cover sciences in four categories: physical and chemical, earth and space, life and environment, and scientific thinking. According to a October 13, 2004 Department of Education Memorandum to District School Superintendents, beginning in the 2004-2005 school year, the grade 10 science FCAT will be administered in grade 11. <p>Students must earn a passing score on the reading, writing, and math components of the 10th grade FCAT or a concordant score on an alternative assessment in order to graduate with a standard high school diploma. (See High School Graduation Requirements Fact Sheet.) However, certain disabled students may be exempted from this requirement (See</p>

Florida Comprehensive Assessment Test (FCAT)

	<p>Question 10).</p> <p>If a student does not participate in the FCAT, the school district is required to notify the student's parent and provide the parent with information regarding the implication of such nonparticipation.</p>
<p>3. When is the FCAT administered?</p>	<p>Current law requires the Commissioner of Education to establish a schedule for the administration of the FCAT that provides the latest possible administration and the earliest possible results.</p> <p>The FCAT test dates for the 2004-2005 academic year were set for the following dates. However, school districts that closed for at least six days during the 2004 hurricane season may be authorized to delay testing of the FCAT from one to two weeks.</p> <ul style="list-style-type: none"> • <i>September 27-October 1 or October 4 -8, 2004:</i> FCAT reading and math tests for new students and students retaking one or both tests in the 11th and 12th grades. • <i>February 8-9, 2005:</i> FCAT writing test for students in the 4th, 8th, and 10th grades. • <i>February 28-March 11, 2005:</i> <ul style="list-style-type: none"> -- FCAT reading and math tests for all students in the 3rd thru 10th grades. -- FCAT science test for students in the 5th, 8th, and 10th grades. -- FCAT reading and math tests for new students and students retaking one or both tests in the 11th and 12th grades. • <i>June 20-24, 2005:</i> FCAT reading and math tests for new students and students retaking one or both tests and who are rising 12th grade students or above.
<p>4. How was the FCAT developed?</p>	<p>The Florida Department of Education's (DOE) Assessment and Evaluation Services Section developed the FCAT in conjunction with classroom teachers, curriculum experts, administrators, and citizens.</p>
<p>5. How is the FCAT scored?</p>	<p>Multiple-choice questions are machine scored. Trained evaluators hand score performance task short and long answer questions.</p>
<p>6. How are FCAT scores reported and what do the scores mean?</p>	<p>The FCAT scores are reported two ways. First, the score is reported on a cut-score scale of 100 to 500. Cut-scores are linked to one of five achievement levels as established by rule, with level one being the lowest level and level five being the highest level. These scores reflect student achievement at a particular grade level.</p>

Florida Comprehensive Assessment Test (FCAT)

	<p>Second, a developmental score is reported on a scale of 0 to 3000. As students move from one grade level to the next, the developmental score should increase to reflect increased achievement. The developmental score is intended to allow parents and educators to monitor the year-to-year academic progress of students.</p>
7. How will a student's scores be used?	<p>As a part of the Student Assessment Program, the FCAT data is used to assist in identifying student progress towards mastery of the Sunshine State Standards, assessing the learning gains of students, and determining school performance grade categories. (Refer to the School Grading System Fact Sheet and the High School Graduation Requirements Fact Sheet.)</p>
8. What are the passing scores on the 10 th grade FCAT that students must achieve in order to graduate with a standard high school diploma?	<p>In order to graduate with a standard high school diploma, graduates in the 2003-2004 school year had to achieve a cut-score of 300 in the reading portion and 300 in the mathematics portion of the FCAT or concordant standardized test scores on the ACT or SAT. Before a student is authorized to use a concordant score for purposes of high school graduation, the student must take the FCAT three times without earning the passing score.</p> <p>The 2004 Legislature passed an exception; dependent children of members of the Armed Forces who transfer to a Florida public school during the student's last year of high school are allowed to use a concordant score to satisfy the FCAT requirement for graduation.</p> <p>If students do not achieve the required cut score when they initially take the FCAT and DOE subsequently raises the cut-score, on future retakes, students must only earn the required cut-score that was required at the time when they initially took the FCAT. (Refer to the High School Graduation Requirements Fact Sheet.)</p>
9. What options are available for students who are unable to pass the grade 10 FCAT?	<p>Students who have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or an alternate assessment by the end of grade 12 must be provided the following learning opportunities:</p> <ul style="list-style-type: none"> • participation in an accelerated high school equivalency diploma preparation program during the summer. • upon receipt of a certificate of completion, be allowed to take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate.

Florida Comprehensive Assessment Test (FCAT)

	<ul style="list-style-type: none"> • participation in an adult general education program for such time as the student requires to master English, reading, mathematics, or any subject required for high school graduation. A student attending an adult general education program shall have the opportunity to take the grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.
10. What options are available for students with disabilities to take or to be exempt from the FCAT?	<p>The FCAT requirement may be waived for a student with a disability for the purpose of receiving a <i>standard high school diploma</i> under all of the following conditions:</p> <ul style="list-style-type: none"> • Student does not receive a passing grade on the FCAT after an opportunities to do so with appropriate accommodations and modifications once in grade 10 and once in grade 11. (Refer to FCAT Accommodations Fact Sheet.) • Student has completed all other required course work for high school graduation. • Student's individual educational plan (IEP) committee has determined that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations. (Refer to the Exceptional Student Education Fact Sheet.) <p>A student with a disability is not eligible for a <i>standard high school diploma</i> if the student's IEP committee excludes the student from the FCAT and identifies an alternate assessment procedure under the following conditions:</p> <ul style="list-style-type: none"> • Student's demonstrated cognitive ability prevents the student from completing required course work and achieving Sunshine State Standards even with authorized course modifications; or • Student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.
11. What are the applicable statutes and rules?	<p>Section 1001.02, F.S. -- General powers of the State Board of Education</p> <p>Section 1003.433(2), F.S. - Out-of-state and out-of-country transfer students</p> <p>Section 1008.22, F.S. -- Student assessment program for public schools</p> <p>Section 1008.33, F.S. -- Authority to enforce school improvement</p> <p>Section 1008.345, F.S. -- Implementation of state system of school improvement and educational accountability</p>

Florida Comprehensive Assessment Test (FCAT)

	<p>Rule 6A-1.09422, F.A.C. -- Florida Comprehensive Assessment Test</p> <p>Rule 6A-1.09981, F.A.C. -- Implementation of Florida's System of School Improvement and Educational Accountability</p>
<p>12. Where can I get additional information?</p>	<p>Florida Department of Education (FDOE)</p> <p>K-12 Assessment and School Performance</p> <p>(850) 245-0513</p> <p>www.fldoe.org</p> <p>12th Grade Options toll free line</p> <p>1-800-315-0833</p> <p>www.12thgradoptions.org</p> <p>Florida House of Representatives</p> <p>Education Council</p> <p>(850) 488-7451</p>



Education Council

Florida Comprehensive Assessment Test (FCAT) Accommodations

Fact Sheet

January 2005

1. Who is eligible to receive accommodations when taking the Florida Comprehensive Assessment Test (FCAT)?	<p>Students with disabilities, students in exceptional education programs, and students who have limited English proficiency are eligible to receive test accommodations and modifications of procedures as necessary when taking the FCAT.</p> <p>A "student with a disability" means any student who is documented as having mental retardation; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; a serious emotional brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculai, or developmental aphasia.</p>
2. What is a test "accommodation"?	<p>Current State Board of Education rule defines accommodations as adjustments to the:</p> <ul style="list-style-type: none">• Presentation of the assessment questions;• Methods of recording the responses to the questions;• Schedule for the administration of the assessment;• Use of assistive devices to facilitate administration of the assessment. <p>The accommodations must demonstrate the student's abilities rather than reflect the student's impaired sensory, manual, speaking, or psychological process skills.</p>
3. What types of accommodations can students with disabilities receive when taking the FCAT?	<p>Pursuant to State Board of Education rule, current authorized accommodations available to students with disabilities may include one or more of the following:</p> <ul style="list-style-type: none">• A regular print version of the test may be enlarged using mechanical or electronic means.• Large print versions of the test.• Braille versions of the test.• Signed or oral presentation may be provided for all directions and items <i>except reading items</i>.• Means to maintain or enhance visual attention to test items.• Written, signed, and verbal responses.• Use of mechanical and electronic devices to record responses.• Transcription of the student's responses by a test administrator.

Florida Comprehensive Assessment Test (FCAT) Accommodations

	<ul style="list-style-type: none"> • Test administration during several brief sessions with frequent breaks or additional time. • Test administration individually or in a small group setting. • Adaptive or special furniture and special lighting or acoustics. • The use of a calculator when <i>complex computations</i> are required. • The use of an abacus. • The use of visual magnification and auditory amplification devices. • The use of technology <i>without accessing spelling or grammar-checking applications</i> for writing assignments and <i>without accessing speech output programs</i> for reading items. <p>State Board of Education Rule specifies that accommodations may be provided <i>only if they do not alter the underlying content</i> that is being measured by the test or <i>negatively affect the test's reliability or validity</i>.</p>
4. What types of accommodations are not allowed during administration of the FCAT?	<p>According to the DOE, the following are examples of accommodations that may be used in classrooms for instructional purposes, but are not allowable accommodations on all or portions of the FCAT:</p> <ul style="list-style-type: none"> • Provision of reading materials orally or on audiotape. • Provision of a "reading buddy" during the reading test. • Use of a calculator for grades 3-6. • Reduction in the total number of test questions. • Use of a thesaurus for writing assignments. • Provision of special word processing software that assists and anticipates what the student is trying to write. • Use of "memory cards".
5. How does a parent of a student with a disability know if an accommodation the student receives during instruction is permissible during the administration of the FCAT?	<p>Beginning January 7, 2003, a school district is required to inform the parents of a student with a disability of the implications associated with providing the student with accommodations during classroom instruction that are not allowable on the FCAT.</p> <p>The parent of a student with a disability must consent in writing for the student to receive accommodations during instruction that are not permitted on the FCAT and must acknowledge in writing that he or she understands the implications of such accommodations.</p>
6. What options are available for students	<p>Students with disabilities may request and the Commissioner of Education may approve additional unique accommodations not currently authorized. Students who are granted such</p>

Florida Comprehensive Assessment Test (FCAT) Accommodations

with disabilities who need unique accommodations that are not currently authorized?	<p>unique accommodations are still eligible to receive a standard high school diploma.</p> <p>During the 2002-2003 academic year, only ten unique accommodation requests were made and all ten were granted by the commissioner.</p>
7. What type of high school diploma are students with disabilities issued if they receive accommodations when taking the FCAT?	<p>Pursuant to State Board of Education Rule, students with disabilities who receive an authorized accommodation on the FCAT are eligible for a standard high school diploma as long as he or she complies with all other criteria for graduation with a standard high school diploma. (Refer to the FCAT Fact Sheet and to the High School Graduation Requirements Fact Sheet.)</p>
8. What are the applicable statutes and rules?	<p>Section 1002.23(2)(f), F.S. -- Family and School Partnership for Student Achievement Act.</p> <p>Section 1003.43(8) and (11), F.S. -- High School Graduation Requirements.</p> <p>Section 1007.02, F.S. -- Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act.</p> <p>Section 1008.22(3)(c), F.S. -- Student Assessment Program for Public Schools.</p> <p>Rule 6A-1.0943, F.A.C. -- Statewide Assessment for Students with Disabilities.</p> <p>Florida Department of Education Memorandum <i>Florida Comprehensive Assessment Test (FCAT)</i> <i>Accommodations for Deaf/Hard of Hearing Students</i></p>
9. Where can I get additional information?	<p>Florida Department of Education K-12 Assessment and School Performance (850) 245-0513</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council School Grading System

Fact Sheet

January 2005

<p>1. What are the different school grade categories?</p>	<p>School performance grades are assigned to reflect the following:</p> <ul style="list-style-type: none"> • "A" - schools making excellent progress. • "B" - schools making above average progress. • "C" - schools making satisfactory progress. • "D" - schools making less than satisfactory progress. • "F" - schools failing to make adequate progress.
<p>2. What factors are used for determining a school's performance grade?</p>	<p>A school's performance grade is based on a combination of the following factors:</p> <ul style="list-style-type: none"> • Student achievement scores which indicate the percent of students who score at or above FCAT achievement level 3 in reading, writing, and math. • Annual student <i>learning gains</i>, as measured by annual FCAT assessments in grades 3 through 10. • Improvement on the FCAT in reading by the school's lowest 25th percentile of students, unless such students are performing above satisfactory performance. <p>(Refer to the Florida Comprehensive Assessment Test Fact Sheet.)</p>
<p>3. What is meant by a student's annual "learning gain?"</p>	<p>A student's annual "learning gain" refers to an increase in student learning over a one-year period. The annual learning gain of a particular student is determined by comparing the student's current year performance to that student's performance during the prior year. DOE currently uses 3 factors to indicate a gain in student learning:</p> <ul style="list-style-type: none"> • Improved FCAT achievement level from one year to the next. • Maintained achievement levels within levels 3, 4, or 5 from one year to the next. • Maintained FCAT achievement levels 1 or 2 and demonstration of more than one year's growth on the FCAT developmental scale, as determined by the DOE. <p>Students whose FCAT Achievement Level declines from one year to the next shall not be deemed to have made annual learning gains.</p>
<p>4. Are all students' test scores counted toward a school's grade?</p>	<p>In accordance with s. 1008.34, F.S., all students must participate in the statewide assessment testing program, except as otherwise prescribed by the Commissioner. According to DOE, all students' test scores are included in a school's grade, including students who are: language impaired,</p>

School Grading System

	<p>speech impaired, gifted, hospital and homebound but have no other disabilities, and limited English proficient (LEP) students who have been in an English for Speakers of Other Languages (ESOL) program for more than two years.</p> <p>The only prescribed exceptions to the testing requirements have been for severely disabled students classified in Support Levels III through V of the Exceptional Student Education categories, LEP students who have been in ESOL programs for less than two years, and students in Department of Juvenile Justice (DJJ) commitment facilities. Beginning in 2004-2005, test results of all students, regardless of disability or limited English proficiency, will be included in the calculation of the percent of students being tested and the percent of students displaying learning gains. (Refer to the English for Speakers of Other Languages and the Exceptional Student Education Fact Sheets.)</p>
5. Are all schools graded?	Generally, all public schools, including charter schools, receive a school grade. DOE has established a policy of not grading schools that do not have a statistically significant testing population. DJJ facilities and other schools that provide short-term alternative education programs are also not graded.
6. Can a school receive a high grade by concentrating on its highest achieving students at the expense of others?	No. According to s. 1008.34(3)(b), F.S., a school's grade must not only include the aggregate scores of all eligible students who have been assessed on the FCAT, but also the aggregate scores of all eligible students who have an FCAT reading score at or in the lowest 25th percentile of students in the school unless these students are performing above satisfactory performance. Thus, each district should also concentrate on improving the scores of its lowest performers.
7. What are school improvement ratings?	School improvement ratings are indicators of whether a school's performance has improved, remained the same, or declined from one year to the next. The ratings are based on a comparison of the current year's and previous year's student and school performance data.
8. Are there rewards for schools that make certain grades?	<p>Yes. Schools which receive an "A," making excellent progress, are rewarded in the following ways:</p> <ul style="list-style-type: none"> • Eligibility for school recognition awards of up to \$100/student. • Receipt of deregulated status, if requested. • Greater authority over allocation of the school's budget <p>Schools that improve at least one grade are also eligible for school recognition awards. (Refer to the Deregulation of Public Schools and the School Recognition Program Fact</p>

	Sheets.)																																										
9. What assistance is available to schools with low performing grades?	<p>Schools that receive performance grades of "D" or "F" may receive priority for training, technical assistance, and other services designed to improve school performance. Specific services offered by the State Board of Education through the <i>Assistance Plus</i> program to districts with failing schools during 2004-2005 include:</p> <ul style="list-style-type: none">• Provide full-time school improvement facilitators• Provide site-based mathematics and reading coaches• Assign regional technology support staff to assist with effective integration of technology into instruction• Partner with the College Board to provide teacher training and student mentors• Establish and implement Community Oversight Boards• Provide professional development• Schedule information sharing activities with principals and faculty of similar schools with higher performance• Establish in district budgets a special category to support school improvement efforts at "F" schools <p>Students assigned to attend schools that have received a performance grade "F," failing to make adequate progress, for 2 school years in a 4-year period are eligible to participate in the Opportunity Scholarship Program. (Refer to the Opportunity Scholarships Fact Sheet.)</p>																																										
10. How do parents find out about a school's grade?	<p>The DOE and the school districts are required to annually publish school grades and school improvement ratings. Parents and guardians are entitled by law to an easy-to-read report card which gives information on both the school grade and rating of the school in which their child is enrolled.</p>																																										
11. What are the school grades in the state?	<table><tr><td></td><td>"A"</td><td>"B"</td><td>"C"</td><td>"D"</td><td>"F"</td></tr><tr><td>1998-1999</td><td>202</td><td>313</td><td>1230</td><td>601</td><td>76</td></tr><tr><td>1999-2000</td><td>579</td><td>266</td><td>1165</td><td>397</td><td>4</td></tr><tr><td>2000-2001</td><td>592</td><td>412</td><td>1122</td><td>307</td><td>0</td></tr><tr><td>2001-2002</td><td>894</td><td>553</td><td>725</td><td>185</td><td>64</td></tr><tr><td>2002-2003</td><td>1230</td><td>569</td><td>527</td><td>141</td><td>35</td></tr><tr><td>2003-2004</td><td>1262</td><td>540</td><td>615</td><td>184</td><td>49</td></tr></table>		"A"	"B"	"C"	"D"	"F"	1998-1999	202	313	1230	601	76	1999-2000	579	266	1165	397	4	2000-2001	592	412	1122	307	0	2001-2002	894	553	725	185	64	2002-2003	1230	569	527	141	35	2003-2004	1262	540	615	184	49
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12. What are the applicable statutes and rules?	<p>Section 1008.33, F.S. -- Authority to Enforce Public School Improvement.</p> <p>Section 1008.34(2), F.S. -- School Performance Grade Categories.</p> <p>Section 1008.34(4), F.S. -- School Improvement Ratings.</p> <p>Section 1008.34(5), F.S. -- School Grade and Improvement Rating Reports.</p> <p>Section 1008.345, F.S. -- School Improvement and Education</p>																																										

	<p>Accountability. Section 1008.36, F.S. -- Florida School Recognition Program. Section 1011.62(1)(f), F.S. -- Supplemental Academic Instruction.</p> <p>Rule 6A-1.09422, F.A.C. -- FCAT Requirements Rule 6A-1.09981, F.A.C. -- Implementation of Florida's System of School Improvement and Accountability.</p>
13. Where can I get additional information?	<p>Florida Department of Education K-12 Assessment & School Performance (850)245-0513 www.fl DOE.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

School Recognition Program

Fact Sheet

January 2005

1. What is the School Recognition Program?	The School Recognition Program was created in 1997 to provide increased autonomy and financial awards to schools that have either sustained high student performance or demonstrated substantial improvement in student performance.
2. Which schools are eligible for recognition under this program?	Schools that either receive a performance grade "A" or improve at least one performance grade from the previous year are eligible for recognition and financial awards. Schools that either receive an "A" or improve at least two performance grades are eligible for increased autonomy. (Refer to the School Grading System Fact Sheet.)
3. What is meant by "increased autonomy"?	Schools that meet the criteria for increased autonomy may be given deregulated status as outlined in s. 1003.63 (5), (7), (8), (9), and (10), F.S. Essentially, such schools are exempt from all statutes of the Florida K-20 Education Code, except those pertaining to civil rights and student health, safety, and welfare. In addition, they have greater authority over the school's total budget, including, but not limited to, allocation of instructional staff and the acquisition of instructional materials, equipment, and technology.
4. Are schools that do not receive a performance grade eligible for school recognition?	No. Section 1008.36, F.S., specifies that the School Recognition Program uses school grades to determine eligibility. In addition, the rules of the Department of Education (DOE) also require schools to have a performance grade to participate in the program.
5. How many schools are eligible for school recognition this year?	The Department of Education reports that the 2004 school recognition list includes 1,425 schools eligible for \$117,190,880 in financial awards. (Refer to the School Grading System Fact Sheet.)
6. Do schools have to apply to receive the award?	No. A school's eligibility for an award is based solely on the specified performance criteria (See Question 2) . Award schools will be asked to provide information on successful programs and practices to share with other schools.
7. What is the amount of the financial award for each school?	Award amounts are equivalent to \$100 per student based on the school's prior year enrollment.

School Recognition Program

8. How may the funds from this program be used?	<p>The funds may be used for:</p> <ul style="list-style-type: none"> • nonrecurring bonuses to the faculty and staff, • nonrecurring expenditures for educational equipment or materials, or for • temporary personnel to assist the school in maintaining or improving student performance.
9. Who decides how the award will be used?	<p>The school's staff and the school advisory council (SAC) jointly decide the use of the funds within the above stated purposes. Local schools may develop their own processes for reaching a decision; however the planned use of funds is subject to the approval of the school staff and the SAC. The decision at the school level must not conflict with any state policies on expenditures of these funds. If no decision is made by November 1, the award money is evenly distributed to the classroom teachers who currently teach at the award school.</p>
10. May schools share their award with other school(s)?	<p>Yes. Schools may decide to share their awards with feeder schools (i.e., schools of a lower grade which "feed" students to the award school), low performing schools, and new schools receiving faculty and students from the award school. The school staff and the SAC must approve the decision. Shared funds must still be expended for the purposes outlined in law.</p>
11. May faculty and staff who were at the school during the year the award was earned, but who are no longer there, receive a bonus?	<p>Yes, but only if the staff and SAC currently at the awarded school decide, prior to November 1, to do so.</p>
12. Are these funds subject to collective bargaining?	<p>No. According to s. 1008.36(5)(c) F.S., "[n]otwithstanding statutory provision to the contrary, incentive awards are not subject to collective bargaining."</p>
13. Must all the funds be spent in the same fiscal year?	<p>There is no time limit for the expenditure of funds. To maximize their benefits, it is good practice to spend performance awards in the same year they are received.</p>
14. What are the applicable statutes and rules?	<p>Section 1008.36, F.S. -- Florida School Recognition Program. Rule 6A-1.09981(10), F.A.C. -- Rewards and recognition</p>
15. Where can I get additional information?	<p>Florida Department of Education Evaluation and Reporting (850) 245-0699 Florida House of Representatives</p>

School Recognition Program

	Education Council (850) 488-7451
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Education Council

School Advisory Councils (SACs)

Fact Sheet

January 2005

<p>1. What are School Advisory Councils?</p>	<p>School advisory councils are a key component of Florida's system of school improvement and accountability. Each district school board is required to establish a School Advisory Council (SAC) for each school in the district or a district advisory council if the district has fewer than 10,000 students. A SAC assists in preparing and evaluating the School Improvement Plan (SIP) and provides assistance in the preparation of the school's annual budget. SIPs are locally developed "blueprints" for achieving the state education goals and student performance standards.</p>
<p>2. Who is eligible to be a member of a SAC?</p>	<p>The SAC is composed of the school principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. A majority of the members must be persons who are not employed by the school. Council members must be elected by their respective peer groups at the school; the district school board establishes procedures to select business and community members and must review the membership composition of each SAC. If needed, the district school board must appoint additional members to achieve proper representation. Technical centers and high school advisory councils <i>must</i> include students; middle and junior high school advisory councils <i>may</i> include students. SACs of technical and adult education centers are not required to include parents as members. Funds from the Educational Enhancement Trust Fund (lottery dollars) may not be released to a district that does not comply with SAC membership composition requirements.</p>
<p>3. How has the membership requirement for SACs evolved?</p>	<p>Before 1991, district school boards were not required to establish SACs. Any SACs which were established were required to have membership which was "broadly representative of the community served by the school." The 1991 Legislature replaced the "broadly representative..." language with the present language of, "(members) who are representative of the ethnic, racial, and economic community served by the school..."</p> <p>Since 1991, that language has been altered eight times. Most</p>

School Advisory Councils (SACs)

	<p>of these changes have dealt with increasing the responsibility of SACs, but several of these changes have dealt with specific issues concerning the membership composition of the SAC. The 1997 Legislature required SACs to draw a majority of its membership from individuals who are not school board employees.</p> <p>To further strengthen community participation and input, the 2002 Legislature required school advisory councils to have bylaws. The bylaws must include the following provisions:</p> <ul style="list-style-type: none"> • Three day's written notice to all SAC members when a matter comes before the council that requires a vote. • A quorum must be present to vote on any matter. (A quorum is defined as a majority of the membership of the council.) • Meetings must be scheduled at times when all members can attend. • Members with two unexcused consecutive absences from a properly noticed meeting may be replaced. • Minutes of the meeting must be recorded. <p>Further, district school boards may review each set of bylaws, but they are not required to approve them. The district school board must also maintain a record of the minutes of council meetings for each of their schools.</p>
<p>4. Have reviews been conducted regarding the membership requirements of SACs?</p>	<p>Yes. A 1993-1994 performance review by the Office of the Auditor General, and a 1995-1996 report by the Office of Program Policy Analysis and Government Accountability (OPPAGA) found persistent problems in SAC membership in the 14 school districts reviewed. In one-third of the SACs reviewed, 50% of the SAC membership was new to the council. Nearly half of the SACs reviewed did not include all statutorily required membership groups, such as business/community members and education support employees. Nearly one third did not reflect the school community's racial and ethnic diversity. School employees dominated 63% of the SACs, and school board employees dominated 78% of the SACs.</p> <p>Additionally, the OPPAGA reviews SAC membership composition through the Best Financial Management Practice Reviews. Of the four Best Practice Reviews performed by OPPAGA, two districts had problems with SAC membership composition in specific schools; one district had four SACs out of 38 that did not meet the required membership composition;</p>

School Advisory Councils (SACs)

	<p>and the second district had seven SACs out of 108 that did not meet the required membership composition.</p> <p>The Auditor General also reviews SAC membership composition in their annual audits of school districts. The Auditor General's recent reports are as follows: in FY 1997-98, twelve districts out of 65 audited did not meet the SAC membership requirements; in FY 1998-99, six districts out of 51 audited did not meet the SAC membership requirement; and in FY 1999-2000, three districts out of 51 audited did not meet the SAC membership requirements.</p>
5. Is it difficult for a district to meet the membership composition requirements?	<p>According to the Department of Education, districts and schools frequently report that securing parental involvement at the schools and on the SACs is challenging. They report that this difficulty arises in finding participants who represent the lower economic groups served by the school, and who have the desire and time to serve on the SAC. This problem is magnified in schools with a high number of low income students, in that once the principal and several teachers fill positions on the council, the rest of the council must be representative of the lower economic community. This requirement may prevent certain concerned individuals who wish to serve from being allowed on a SAC. Additionally, it can be intrusive and impractical for schools to determine which ethnic, racial, or economic group an individual represents.</p>
6. Does a SAC have money to spend and how can they spend it?	<p>A portion of the Educational Enhancement Trust Fund is distributed to each school (through the districts) for the SAC to use for programs and projects to enhance school performance through the implementation of the School Improvement Plan (SIP). Neither school district staff nor a principal may override the recommendations of the school advisory council for the use of the money. The money may not be used for capital improvements or for projects or programs with duration of more than one year.</p> <p>Additionally, the school advisory council determines jointly with the school's staff the use of the money awarded to the school through the School Recognition Program. However, if the school staff and the school advisory council cannot reach agreement by November 1, the awards must be equally distributed to all <i>classroom teachers currently teaching in the school</i>. (Refer to the School Recognition Program Fact Sheet.)</p>

School Advisory Councils (SACs)

7. How much money is appropriated?	The earmarked amount in the General Appropriations Act each year from 1997 through 2004 for discretionary use by SACs was \$10 per unweighted FTE student.
8. Are SAC meetings subject to the Sunshine Law?	Yes. SAC meetings are public meetings and subject to the Sunshine Law. The SAC members are free to talk to other parents, community members, and citizens to gather information regarding upcoming decisions. They are not authorized to talk to one another about the actions to be taken at the meeting. The members may discuss matters for which no action by the council is required. There may be instances when discussions involving school personnel and parents who also serve on the school advisory council include matters which may be under consideration by the council in a broader context. The discussion of these matters when performing their day-to-day responsibilities as school personnel or as parents rather than as members of the school advisory council would not necessarily be subject to the Government in the Sunshine Law.
9. What are the applicable statutes and rules?	<p>Section 24.121, F.S. -- Lottery money. Section 286.011(1), F.S. -- Sunshine Law. Section 1001.42(16), F.S. -- School improvement plans. Section 1001.452, F.S. -- District and School Advisory Councils. Section 1008.36, F.S. -- School Recognition Program.</p> <p>2004-2005 General Appropriations Act, Specific Appropriation 7</p> <p>Attorney General's Informal Opinion letter, March 14, 1994.</p>
10. Where can I get additional information?	<p>Florida Department of Education Bureau of School Improvement (850) 245-0426 www.osi.fsu.edu</p> <p>Department of Education Publications</p> <ul style="list-style-type: none"> • <i>Technical Assistance Document for Evaluating Your School Improvement Process</i> <p>Department of Education General Counsel Opinions</p> <ul style="list-style-type: none"> • 98-04 Composition of school board advisory councils • 94-022 Role of school advisory councils in preparation of SIP • 94-019 SAC role in preparation of the SIP

School Advisory Councils (SACs)

	Florida House of Representatives Education Council (850) 488-7451
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Education Council

Deregulation of Public Schools

Fact Sheet

January 2005

<p>1. What is public school deregulation?</p>	<p>The Legislature created the school deregulation pilot program in 1998 in order to give public schools the same flexibility and accountability as charter schools. The purposes of the pilot program are to improve student learning; increase learning opportunities for students, with special emphasis on expanded learning experiences for low-achieving students; to encourage the use of different and innovative learning methods; to increase choice of learning opportunities for students; to establish a new form of accountability for public schools; to require the measurement of learning outcomes and creative innovative measurement tools; to make the school to unit for improvement; and to relieve the schools of paperwork and procedures required by the state and the school district other than health, safety, equal opportunity, fiscal accountability and documentation of student achievement.</p>
<p>2. How are schools selected?</p>	<p>A proposal to be a deregulated school is developed by the school principal and the school advisory council. A majority of the members of the school advisory council must approve the proposal. Additionally, at least 50% of the teachers employed at the school must approve the proposal and the school must conduct a survey to show parental support. The district school board then receives and either approves or rejects the proposal by majority vote.</p> <p>The following districts are authorized to conduct pilot programs through the 2003-2004 school year: Palm Beach, Pinellas, Seminole, Leon, Walton, Citrus, and Lee Counties. Citrus County has 10 schools in the program; Leon County has 5 schools; Palm Beach County has 5 schools, Pinellas County has 1 school; Seminole County has 6 schools; and Walton County has 3 schools.</p> <p>The A+ Plan, which passed in 1999, allows schools that receive a grade of "A" and schools that show improvement of at least two performance grade categories to become deregulated if they so choose. The DOE reports that no school has been deregulated via this pathway. (Refer to the School Grading System Fact Sheet.)</p>
<p>3. Will deregulated schools remain public schools?</p>	<p>Deregulated schools remain public schools for all purposes and must continue to be nonsectarian in programs, admission</p>

Deregulation of Public Schools

	<p>policies, and employment practices. No tuition may be charged and schools remain subject to annual financial audits as do all other public schools.</p>
4. Will deregulation affect school funding?	<p>No. Under the current law, deregulated public schools must be funded in the same manner as other public schools in the school district. Deregulated public schools must still provide instruction for at least the minimum number of days required by law.</p>
5. Are deregulated schools exempt from the school safety statutes?	<p>Deregulated public schools are not exempted from sections of the Florida School Code that pertain to student health, safety and welfare. Deregulated public schools must only employ or contract with staff who has been fingerprinted as required by law. Facilities used by deregulated public schools must comply with the State Uniform Building Code for Public Education Facilities and adhere to fire protection codes pursuant to law.</p>
6. What are the applicable statutes and rules?	<p>Section 1003.63, F.S. -- Deregulated Public Schools. Section 1008.345(7), F.S. -- Deregulated status for "A" schools, schools making excellence progress, and schools that have improved at least two program categories.</p>
7. Where can I get additional information?	<p>Florida Department of Education K-12 Office of the Chancellor (850) 245-0509</p> <p>Florida State University College of Education Center for the Study of Teaching and Learning "Preliminary Report of the Evaluation of the Deregulated School Pilot Project" November 1998</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

No Child Left Behind Act (NCLB)

Fact Sheet

January 2005

1. What is the No Child Left Behind Act?	<p>The <i>No Child Left Behind Act</i> (NCLB) is a 2002 federal law which redefines the K-12 structure of education, with its goal to close the achievement gap between disadvantaged and minority students and their peers. The NCLB embodies four principles for education reform:</p> <ul style="list-style-type: none">• stronger accountability for results,• expanded flexibility and local control,• expanded options for parents, and• emphasis on teaching methods that have been proven to work.
2. How does the NCLB increase accountability and how has Florida implemented this principle?	<p>The NCLB strengthens accountability by requiring states to implement statewide accountability systems covering all public schools and students. These systems must be based on challenging state standards in reading and mathematics, annual testing for all students in grades 3-8, and annual statewide progress objectives ensuring that <i>all groups</i> of students reach proficiency within 12 years. Assessment results and state progress objectives must be broken out by poverty, race, ethnicity, disability, and limited English proficiency to ensure that no group is left behind. Schools must meet annual targets for the % of students who perform at or above the proficient level on state tests in reading and math in order to make "<i>adequate yearly progress</i>" (AYP). School districts and schools that fail to make adequate yearly progress (AYP) toward statewide proficiency goals will, over time, be subject to improvement, corrective action, and restructuring measures aimed at getting them back on course to meet state standards (See Question 4). Schools that meet or exceed AYP objectives or close achievement gaps will be eligible for State Academic Achievement Awards.</p> <p>Florida has already developed state standards, called the Sunshine State Standards, to give parents, students, teachers, and school administrators a clear understanding of what skills and competencies Florida students should have in seven subject areas at certain stages of their school career. Since 1994, Florida has created standards in reading, math, and science as well as social studies, the arts, health and physical education, and foreign languages. (Refer to the Sunshine State Standards Fact Sheet.)</p>

No Child Left Behind Act (NCLB)

<p>3. How does the NCLB expand flexibility and local control?</p>	<p>The NCLB gives states and school districts flexibility in the use of federal education funds in exchange for strong accountability for results. New flexibility provisions include:</p> <ul style="list-style-type: none"> • authority for states and local educational agencies (LEA) to transfer up to 50% of the funding they receive under four major state grant programs to any one of the programs, or to Title I. Covered programs include Teacher Quality State Grants, Educational Technology, Innovative Programs, and Safe and Drug-Free Schools. • competitive State Flexibility Demonstration Program that permits up to 7 states to consolidate the state share of nearly all federal state grant programs while providing additional flexibility in their use of Title V Innovation funds.
<p>4. How does the NCLB expand options for parents and students?</p>	<p>The NCLB increases the choices available to the parents of students attending Title I schools that fail to meet state standards. Parents of students in schools that have been identified for school improvement (a school that fails for two years to meet achievement goals), have the option of transferring their children to another public school in their district. The district is required to pay for transportation.</p> <p>Students attending a school that fails to make Adequate Yearly Progress (AYP) for three years will be eligible for supplemental services, such as tutoring, after-school help, or summer classes, from an approved provider of their choice.</p> <p>Schools that continue to fail (those that have failed to meet State standards for at least 3 of the 4 preceding years) will receive technical help and must create a plan for improvement.</p> <p>Schools that continue to fail to make AYP for 5 years, even after receiving assistance, may be closed and "reconstituted" with new staff or will reopen as a charter school.</p> <p>States must allow students who attend a persistently dangerous school, or who are victims of violent crime at school, to transfer to a safe school. States also must report school safety statistics to the public on a school-by-school basis.</p>
<p>5. How does the NCLB promote the reading teaching methods that</p>	<p>The NCLB has developed a new comprehensive effort called <i>Reading First</i>. This \$900 million state grant program promotes the use of scientifically based research to provide high-quality reading instruction for grades kindergarten</p>

No Child Left Behind Act (NCLB)

are proven to work?	through grade three to ensure that all children read well by the end of grade three. State education agencies are eligible to submit applications to receive a <i>Reading First</i> grant.
6. How has Florida implemented a similar reading program?	<p>In an effort to ensure that Florida's school children are able to read on grade level, the Florida Legislature has taken steps to end social promotion of students who are not able to read. Students who demonstrate a reading deficiency in grades kindergarten through grade three will be given extensive remedial instruction. If, at the end of grade three, the student's reading deficiency has not been remedied, the student will be retained. (Refer to the Reading Instruction Fact Sheet.)</p> <p><i>Just Read, Florida!</i> is a comprehensive coordinated reading initiative implemented in 2001 by executive order of Governor Jeb Bush aimed at helping every student become a successful, independent reader. Scientifically based reading research provides the foundation. (Refer to the Reading Instruction Fact Sheet.)</p>
7. How does the NCLB strengthen teacher quality?	<p>The NCLB authorizes \$3.2 billion in federal funds to improve teacher quality throughout the country. All states must put a "highly-qualified teacher" in every public school classroom by 2005 (See Question 8). The NCLB also makes it easier for local schools to recruit and retain excellent teachers. The NCLB gives states the flexibility to develop innovative programs for improving teacher quality including:</p> <ul style="list-style-type: none"> • Alternative ways of becoming a teacher, so experienced professionals can become teachers faster; • Merit pay authorization enabling states and districts to reward good teachers and encourage them to stay in the profession; • Authorization to states and districts to give bonuses to teachers in high-need subjects, such as math and science; • A boost in the "Troops to Teachers" program to encourage women and men in the military, many of whom have much needed math and science experience, to become teachers; and • An increase in the "Transition to Teaching" program, which is a program to recruit high-quality professionals to become teachers.
8. What is a highly-qualified teacher?	<p>Requirements to be considered a "highly-qualified teacher" under NCLB are as follows:</p> <ul style="list-style-type: none"> • Teachers must be fully licensed or certified by the respective state. • <u>New elementary</u> teachers must have a bachelor's degree

No Child Left Behind Act (NCLB)

	<p>and pass a state test demonstrating subject knowledge and teaching skills in reading, writing, math and other areas of basic elementary school curriculum.</p> <ul style="list-style-type: none"> • <u>New middle or secondary</u> school teachers must have at least a bachelor's degree and demonstrate competency in each academic subject taught, or complete an academic major, a graduate degree or advanced certification. • <u>Existing teachers</u> must have at least a bachelor's degree and meet the requirements above, or demonstrate competency in all subjects taught. A state evaluation standard is to be used to judge competency. The evaluation standard must provide objective information about the teacher's knowledge in the subject taught and can consider, but not use as a primary criterion, time spent teaching the subject. <p>(Refer to the Teacher Certification Fact Sheet.)</p>
9. How does the NCLB promote English proficiency?	<p>The NCLB simplifies federal support for English language instruction by combining categorical bilingual and immigrant education grants that benefited a small percentage of limited English proficient (LEP) students in relatively few schools into a state formula program. The new formula program will facilitate the comprehensive planning by states and school districts needed to ensure implementation of programs that benefit all LEP students by helping them learn English and meet the same high academic standards as other students.</p> <p>(Refer to the English for Speakers of Other Languages [ESOL] Fact Sheet.)</p>
10. How do Florida's A+ Plan and the NCLB compare?	<p>While Florida's A+ Plan and the NCLB share the same goal of high achievement for all students, the rules by which the two laws measure progress toward the goal differ somewhat. The A+ Plan evaluates schools by taking a moving picture of student achievement, using a combination of current student performance along with the amount of improvement in learning from one year to another. The NCLB uses a one-time snapshot of student achievement, which produces a different, and, in some ways, less complete picture of school performance. In addition to its reliance on one-time testing snapshots, the NCLB rates schools based on nine different student subgroups and a minimum of 45 separate requirements, with a low score in any one of these areas leading to a school rating of "no adequate yearly progress (AYP)."</p> <p>NCLB points out specific sub-groups that need improvement. In addition to reporting aggregate data for all students,</p>

No Child Left Behind Act (NCLB)

	<p>NCLB requires achievement data that must be reported separately for economically disadvantaged students, limited English proficient students, students with disabilities, and each major racial and ethnic group (Black, White, Hispanic, Asian, and American Indian). The NCLB requires schools to ensure that 95% of the student body and each subgroup take the state tests. Florida's A+ Plan gauges the overall quality of a school's effort in improving student achievement. These basic differences may result in a number of the A, B, or C-graded schools under the A+ Plan, being labeled as "in need of improvement" under the NCLB. Schools and the public should interpret the new "in need of improvement" label not so much as a failure on the part of any of the state's schools, as much as an additional piece of information representing a considerably different perspective on how to use FCAT scores to judge schools. The NCLB introduces new ratings and labels that can be used to complement, supplement, and enhance the more established and comprehensive A+ Plan.</p>
11. What are the applicable rules and statutes?	<p>PL 107-110, <i>The No Child Left Behind Act of 2001</i></p> <p>Section 1008.22, F.S. -- Student assessment program for public schools.</p> <p>Section 1008.345, F.S. -- Implementation of state system of school improvement and educational accountability.</p>
12. Where can I find additional information?	<p><i>No Child Left Behind</i> U.S. Department of Education 400 Maryland Ave., SW Washington, D.C. 20202 (800) USA-LEARN http://www.nochildleftbehind.gov/</p> <p>Florida Department of Education No Child Left Behind (850) 488-1785</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>

PUBLIC SCHOOLS
School Safety/Student Discipline



Education Council School Safety

Fact Sheet

January 2005

1. What is the history of public school safety legislation in Florida?	<p>School safety has been a priority issue of the Legislature for many years, during which legislation has been adopted addressing issues regarding teacher, principal, school board, and superintendent authority; parental and student rights; enforcement of attendance; zero tolerance policies, including victim's rights; and school size.</p>
2. What authority and responsibilities do teachers have for the control and discipline of students?	<p>Teachers have the authority to take any of the following actions to ensure safety in class and at school:</p> <ul style="list-style-type: none">• Establish classroom rules of conduct and consequences• Remove from class students whose behavior interferes with the teacher's ability to communicate or who are disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive• Request and receive immediate assistance if a student becomes uncontrollable• Recommend an appropriate consequence consistent with the code of student conduct when sending a student to the principal's office.• Require the principal to respond by employing the teacher's recommended consequence or a more serious disciplinary action, if the student's disciplinary history warrants it. (The principal shall consult with the teacher prior to taking disciplinary action, if the principal determines that a lesser disciplinary action is appropriate).• Request and receive training and other assistance to improve skills in classroom management, violence prevention, conflict resolution, and related areas• Press charges for a crime committed against the teacher• Press charges if there is a reason to believe that a crime has been committed on school property, during school-sponsored transportation, or during school-sponsored activities.• Report if they know or have reason to suspect that any person has committed, or has made a credible threat to commit, a crime of violence on school property.• Use corporal punishment according to the school policy and statutory procedures.

<p>3. What duties do public school principals have relating to student discipline and school safety?</p>	<p>Principals have the following duties relating to student discipline and school safety:</p> <ul style="list-style-type: none"> • Must employ appropriate discipline and management techniques consistent with the code of student conduct • Respond to a teacher's recommended disciplinary consequence by employing the consequence or a more serious disciplinary action, if the student's disciplinary history warrants it. (The principal shall consult with the teacher prior to taking disciplinary action, if the principal determines that a lesser disciplinary action is appropriate). • Must report quarterly to the superintendent and school board each incidence of a teacher's withholding consent for a removed student to return to the teacher's class and the disposition of the incident • May suspend a student in accordance with district school board rules, but must make a good-faith effort to immediately inform a student's parent by telephone of a student's suspension and the reasons for the suspension. • Must report, within 24 hours, each suspension and the reason for the suspension to the student's parent, in writing, by United States mail, and to the superintendent. • Must make a good-faith effort, prior to suspension, to employ parental assistance or other alternative measures, except in an emergency or in disruptive conditions. • May recommend to the district school superintendent the expulsion of any student who has committed a serious breach of conduct, including willful disobedience, open defiance of authority, violence against persons or property, or any other act which substantially disrupts the orderly conduct of the school • Must fulfill responsibilities to students who have been victimized by another student who attends the same school or rides the same school bus (principal's eligibility for performance pay incentive money is linked to this responsibility) • Must document all incidents of crime and violence and use standardized reporting forms to report information and verify the accuracy of the information • Must make the necessary provisions to ensure that all school reports are accurate and timely, and must provide the necessary training opportunities for staff to accurately report school safety and discipline data • Must include an analysis of suspensions and expulsions in the annual report of school progress
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	<ul style="list-style-type: none"> • Must approve the use of any corporal punishment in principle before it is used and prepare guidelines for administering such punishment • May search a locker or storage area if there is reasonable suspicion that a prohibited or illegally-possessioned substance or object is contained within a student's locker or other storage area • Must have posted in each public K-12 school, in a place readily seen by students, a notice stating that a student's locker or other storage area is subject to search, upon reasonable suspicion, for prohibited or illegally-possessioned substances or objects.
4. What duties do district school boards have related to student discipline and school safety?	<p>The district school board must provide for the proper accounting for all students, for the attendance and control of students at school and for proper attention to health, safety, and welfare of students, to include the following:</p> <ul style="list-style-type: none"> • Must adopt suspensions and expulsions rules and decide all cases recommended for expulsion • Must require each student at the time of initial registration for school in the school district to note his or her previous school expulsions, arrests resulting in a charge, and juvenile justice actions • Provide educational services to students in a Department of Juvenile Justice facility • May prohibit the use of corporal punishment if they adopt a written program of alternative control or discipline • Must adopt a code of student conduct • May implement, by resolution, a student crime watch program • Must prescribe policies and procedures for emergencies and drills including emergency procedures who are detained in a detention facility • Must conduct a self-assessment of district's current safety and security practices using the Office of Program Policy and Government Accountability Best Practices for Safety and Security • Provide transportation with the maximum regard for safety and adequate protection of health; require a system of progressive discipline for students transported on school buses; and take corrective measures if a student is violent or blatantly unsafe (may provide added security for buses transporting disruptive or delinquent students.)
5. What duties do superintendents have	<p>The district school superintendent:</p> <ul style="list-style-type: none"> • Must recommend to the school board plans for the proper accounting, attendance, and control of students and for the

<p>regarding school safety?</p>	<p>proper attention to the health, safety, and welfare of students</p> <ul style="list-style-type: none"> • Must annually report to the Department each incidence of a teacher's withholding consent for a removed student to return to the teacher's class and the disposition of the incident • Must give written notice to the parents when recommending expulsion • Must annually provide safety and security recommendations, based on the self-assessment, to the district school board, which identify strategies and activities that the district school board should implement in order to improve school safety and security • Must annually report to the Commissioner the safety and security self-assessment results and school board action within 30 days after the district school board meeting • Must provide the floor plans for their educational facilities to the appropriate law enforcement agency and fire department.
<p>6. What is the zero tolerance policy in Florida?</p>	<p>Each district school board shall adopt a policy of zero tolerance for crime, substance abuse, and victimization.</p> <p>The zero tolerance policy shall require students found to have committed one of the following offenses to be expelled, with or without continuing educational services, for a period of not less than one full year, and to be referred to the criminal justice or juvenile justice system:</p> <ul style="list-style-type: none"> • Bringing a firearm or weapon, as defined in chapter 790, to school, to any school function, or onto any school-sponsored transportation or possessing a firearm at school. • Making a threat or false report, as defined by ss. 790.162 and 790.163, respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity. <p>District school boards may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion.</p> <p>District school boards must adopt rules providing that any student found to have committed crimes upon any elected official or school district employee must be expelled or placed in an alternative school setting or other program, as appropriate.</p>

<p>7. How are victims of violent crimes protected?</p>	<p>Each district's zero tolerance policy must include policies to protect the victim of any violent crime from further victimization. Students who are found to have committed certain felony offenses against another student are prohibited from attending the same school or riding on a school bus with the victim or the victim's sibling.</p>
<p>8. What types of alternative educational environments are provided for students with disciplinary problems?</p>	<p>Students may be placed in another classroom, in-school suspension, a dropout prevention and academic intervention program, out-of-school suspension, an alternative to expulsion program, second chance school or may attend a charter school. (Refer to the Charter Schools Fact Sheet.) If removed from the classroom by the teacher, the student may not be returned to the teacher's class without the teacher's consent unless it is determined either by the placement committee (established to determine placement of a student when a teacher withholds consent), or the superintendent (if the teacher appealed the placement committee's decision) that returning the student to the teacher's class is the best or only available alternative.</p> <p>Dropout prevention and academic intervention programs are for eligible students in grades 1 through 12. All dropout prevention and academic intervention programs include character development education.</p>
<p>9. How does the toll-free school safety hotline work?</p>	<p>School Safety Hotline The Department of Education may contract with the Florida Sheriffs Association to establish and operate a toll-free school safety hotline to allow students or staff to anonymously report any activity that would affect the well-being and safety of the school population. The toll-free school safety hotline is operated in a manner that ensures that a designated school official is notified of a complaint received through the hotline if the complaint concerns that school. A complaint that concerns an actionable offense must be reported to the designated official within a reasonable time after the complaint is made. An actionable offense is an incident that could directly affect the safety or well-being of a person or property within a school.</p>
<p>10. What are school safety officers and school resource officers?</p>	<p>School Safety Officers A school safety officer is a law enforcement officer who may be employed by the <i>school board</i>. A school district may commission one or more school safety officers for the protection and safety of school personnel, property, and students within the school district. A school safety officer has the power to arrest persons, whether on or off such</p>

	<p>property, who violate any law on such property under the same conditions that deputy sheriffs are authorized to make arrests. A school safety officer has the authority to carry weapons when performing his or her official duties. The power and authority of a school safety officer are prescribed by s. 1006.12, F.S.</p> <p>School Resource Officers A school resource officer is a law enforcement officer who is employed by a <i>law enforcement agency</i>. School resource officers abide by district school board policies and consult with and coordinate activities through the school principal, but are responsible to the law enforcement agency in all matters relating to employment, subject to agreements between a district school board and a law enforcement agency. Activities conducted by the school resource officer, which are part of the regular instructional program of the school, are under the principal's direction. The duties of a school resource officer are prescribed by s. 1006.12, F.S.</p>
11. Do districts receive funding for school safety programs?	<p>Safe Schools Appropriation In the 2004-2005 GAA, School Safety was specifically funded at \$75.4 million (Specific Appropriation 81). These funds are allocated by a formula based on the Florida Crime Index and based on each district's share of the state's total weighted student enrollment. Proviso language defines Safe Schools activities as:</p> <ul style="list-style-type: none"> • after school programs for middle school students • improvements to enhance the learning environment including implementation of conflict resolution strategies • alternative school programs for adjudicated youth • other programs to make the school a safe place to learn <p>Safe Schools money is distributed to the district, and is then distributed to each school based on need (as determined by the district). Districts have great flexibility in the use of Safe Schools dollars.</p>
12. How does Florida keep track of the safety incidents that occur at schools?	<p>The <i>School Environmental Safety Incident Reporting System (SESIR)</i> assists schools, districts, and staff of the DOE in assessing major needs and the extent and nature of problems in school safety. The SESIR system requires schools to report serious safety incidents of 21 types that occur on school grounds, on school transportation, or off-campus at school-sponsored events when a student is involved. Definitions of incident types are based on those used for the Florida Department of Law Enforcement Uniform Crime Reporting</p>

	<p>System. Incidents that occur any day of the year and any hour of the day or night must be reported, even if a student was not involved.</p>
<p>13. What are the applicable statutes and rules?</p>	<p>Section 790.115, F.S. -- Possessing or discharging weapons or firearms at a school-sponsored event or on school property prohibited; penalties; exceptions.</p> <p>Section 1001.42, F.S. -- Powers and duties of district school boards.</p> <p>Section 1001.43, F.S. -- Supplemental powers and duties of district school board.</p> <p>Section 1001.54, F.S. -- Duties of school principals.</p> <p>Section 1002.20, F.S. -- K-12 student and parent rights.</p> <p>Section 1003.01, F.S. -- Definitions.</p> <p>Section 1003.21, F.S. -- School Attendance.</p> <p>Section 1003.31, F.S. -- Students subject to control of school.</p> <p>Section 1003.32, F.S. -- Authority of teacher; responsibility for control of students; district school board and principal duties.</p> <p>Section 1006.07, F.S. -- District school board duties relating to student discipline and school safety.</p> <p>Section 1006.08, F.S. -- District school superintendent duties relating to student discipline and school safety.</p> <p>Section 1006.09, F.S. -- Duties of school principals relating to student discipline and school safety.</p> <p>Section 1006.10, F.S. -- Authority of school bus drivers and district school boards relating to student discipline and student safety on school buses.</p> <p>Section 1006.12, F.S. -- School resource officers and school safety officers.</p> <p>Section 1006.13, F.S. -- Policy of zero tolerance for crime and victimization .</p> <p>Section 1006.141, F.S. -- Statewide school safety hotline.</p> <p>Section 1006.22, F.S. -- Safety and health of student being transported.</p> <p>Section 1012.22, F.S. -- Public schools personnel; powers and duties of the district school boards.</p> <p>Section 1012.28, F.S. -- Public school personnel; duties of school principals.</p> <p>Section 1012.75, F.S. -- Liability of teacher or principal; excessive force.</p> <p>Section 1013.13, F.S. -- Coordination of school safety.</p> <p>Rule 6A-1.0404, F.A.C. -- Zero Tolerance for School Related Violent Crime</p>

<p>14. Where can I get additional information?</p>	<p>Florida Department of Education K-12 Office of the Chancellor (850) 245-0509</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>
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Education Council **Truancy**

Fact Sheet

January 2005

1. Who is responsible for school attendance and truancy prevention?

Parents -- Each parent of a minor student is responsible for ensuring the student's school attendance. However, a parent of a student is not responsible for the student's nonattendance at school under any of the following circumstances: with permission from the head of the school; without the parent's knowledge; due to the parent's financial inability; due to the student's sickness, injury, or other insurmountable condition. A parent who fails to compel school attendance as required by law is guilty of a second-degree misdemeanor.

Teachers -- The student's teacher is responsible for reporting to the school principal that the student is exhibiting a pattern of nonattendance as evidenced by the student having had at least 5 unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 such absences within a 90-calendar-day period,

Principals -- The school principal is responsible for contacting the parents each time the student has an unexcused absence, or absence for which the reason is unknown. If the reason for the absence is determined to fall within the district's policy for excused absences, the school must provide the student with opportunities to make up missed work. The student may not be penalized unless such work is not made up within a reasonable time. A principal may not suspend a student for truancy.

Superintendents -- Superintendents are responsible for enforcing attendance. This responsibility includes recommending policies to the district school board in order to ensure that schools respond in a timely manner to every unexcused absence, or absence for which the reason is unknown, of students enrolled in the schools. District school board policies must require that absences have parental justification, and provide for timely tracking of absences and contacting homes. Superintendents may file truancy petitions in circuit court for habitually truant students.

<p>2. What are the major aspects of truancy prevention?</p>	<p>The major aspects of truancy prevention include:</p> <ul style="list-style-type: none"> • A child of compulsory school attendance age must regularly attend school. (Refer to the School Age Attendance Requirements Fact Sheet.) • A child who attains age 16 and intends to drop out of school must file a written declaration of intent to terminate school enrollment with the school district. The declaration must also be signed by the parent. • A teacher must refer any student who demonstrates a pattern of nonattendance to the principal. The principal may refer such child to the child study team for review and appropriate intervention (See Question 4). • If the pattern of nonattendance continues due to the student's failure to comply with the recommendations of the child study team, a petition may be filed to have the court take jurisdiction over the student as a "habitual truant." If the pattern of nonattendance continues due to the failure of the parent to compel the child to attend school, criminal prosecution of the parent may result.
<p>3. What is the difference between "truancy" and "habitual truancy"?</p>	<p>Although not defined in statute, "truancy" is the behavior associated with a student's unexcused absence, or absence for which the reason is unknown, from school when the student is subject to compulsory school attendance. This behavior may lead to a "pattern of nonattendance," which is evidenced by the student having had at least 5 unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 such absences within a 90-calendar-day period. Truant behavior triggers the "contact, refer, and enforce" policy (See Question 4).</p> <p>"Habitual truancy" is a legal status determined by the court upon the filing of a petition by the school superintendent. In order for the court to declare a child to be habitually truant, the court must find that the student is subject to compulsory school attendance; that the student has had 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent; and that activities to determine the cause, and to attempt the remediation, of the child's truant behavior have been completed.</p>
<p>4. What is the "contact, refer, enforce" policy?</p>	<p>The steps that each public school must implement to enforce regular school attendance are: contact, refer, and enforce.</p> <p>Contact—Principals contact the home each time the student has an unexcused absence, or absence for which the reason is unknown, to determine the reason for an absence. If the</p>

	<p>absence is excused, the school must allow make-up work.</p> <p>Refer — If the student has 5 unexcused absences or absences for which the reason is unknown in a month, or 10 such absences in 90 calendar days, the teacher <i>must</i> report a pattern of nonattendance to the principal for referral to the school's child study team. If the team determines that early patterns of truancy are developing, a meeting with the parents is required. If the initial parent meeting does not resolve the problem, the team implements remedial strategies.</p> <p>Enforce—Parents who refuse to participate in the remedial strategies may appeal to the school board. If the board determines the strategies are appropriate and the parent still refuses to participate, the superintendent may seek criminal prosecution of the parent for failing to compel school attendance.</p>
5. Are habitual truants subject to loss of driving privileges?	<p>Yes. Driving privileges of a habitual truant may be withheld or revoked. Section 1003.27(2)(b), F.S., requires the superintendent of a public school district to provide the Department of Highway Safety and Motor Vehicles with the legal name, sex, date of birth, and social security number of minors who accumulate 15 unexcused absences in a period of 90 calendar days. Section 322.910, F.S., provides that minors failing to satisfy attendance requirements are not eligible for driving privileges.</p>
6. What procedures are in place for a student identified as exhibiting a pattern of nonattendance who subsequently enrolls in a home education program?	<p>When a student has been identified as exhibiting a pattern of nonattendance, the principal must notify both the superintendent of schools and the school district contact for home education programs. If the parent subsequently enrolls the student in a home education program, the superintendent of schools must refer the parent to a home education review committee.</p> <p>The home education review committee must review the portfolio of the student every 30 days during the district's regular school terms until the committee is satisfied that the program is in compliance with s. 1002.41, F.S. The first portfolio review must occur within the first 30 calendar days of the establishment of the program. (Refer to the Home Education Fact Sheet.)</p> <p>If the parent fails to provide a portfolio to the committee, the committee must notify the superintendent of schools. The superintendent must terminate the home education program and require the parent to enroll the student in</p>

	<p>another attendance option such as a public, parochial, religious or private school or a private tutoring program within three days. Upon termination of a home education program, the parent may not reenroll the student in a home education program for 180 calendar days.</p> <p>Failure of a parent to enroll the student in an attendance option after termination of the home education program constitutes noncompliance with compulsory attendance requirements and may result in criminal prosecution under s. 1003.27(2), F.S.</p>
7. Who serves on home education review committees?	A home education review committee is composed of the district contact for home education programs and at least two home educators selected by the parent from a list of all home educators who have conducted a home education program for at least three years and have indicated a willingness to serve on the committee.
8. How is school attendance tied to the Learnfare Program?	The Learnfare Program requires that all school-age children of temporary assistance for needy families (TANF) recipients or eligible teen-age TANF recipients attend school on a regular basis. The TANF recipient with a school-age child is required to have a school conference during each semester. Failure to comply with those requirements may result in the Department of Children and Family Services (DCF) reducing the temporary assistance for the eligible participant. In 2001, the Legislature required DCF to develop an electronic transfer system to streamline the flow of information between the school and DCF. (Refer to the Learnfare Program Fact Sheet.)
9. What are the applicable statutes and rules?	<p>Section 322.091, F.S. -- Driver's license privileges.</p> <p>Section 414.1251, F.S. -- Learnfare Program.</p> <p>Section 984.12, F.S. -- Treatment to a family in need of services.</p> <p>Section 984.151, F.S. -- Truancy petition.</p> <p>Section 1001.53, F.S. -- District school superintendent responsible for enforcement of attendance.</p> <p>Section 1001.54 -- Duties of school principals.</p> <p>Section 1003.21, F.S. -- School attendance; exemptions.</p> <p>Section 1003.24, F.S. -- Parents responsible for attendance of children; attendance policy.</p> <p>Section 1003.26, F.S. -- Enforcement of school attendance; contact, refer, and enforce policy.</p> <p>Section 1003.27, F.S. -- Court procedures and penalties; habitual truancy.</p> <p>Section 1003.28, F.S. -- Truancy remedial activities.</p> <p>Section 1003.53, F.S. -- Dropout prevention and academic</p>

	intervention.
10. Where can I get additional information?	<p>Florida Department of Education Bureau of Exceptional Education and Student Services (850) 245-0475</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

Learnfare Program

Fact Sheet

January 2005

1. What is the Learnfare Program?	The Learnfare Program (Learnfare) was established in 1993 as part of the Welfare Reform Act and requires the Department of Children and Families (DCF) to reduce the temporary cash assistance (TCA) for recipients who fail to comply with the program's requirements.
2. What are the program's two requirements?	The program requires: <ul style="list-style-type: none">• that each recipient with a school-aged child attend a conference with a school official once each semester.• that a recipient's school-aged child, or a teenage recipient, remain in school and not become a "habitual truant" or dropout.
3. What is the sanction for noncompliance with these two requirements?	The Learnfare Program requires a reduction in the TCA if a recipient fails to comply with the program's requirements. The reduced portion is that amount allotted to the truant or dropout student, or the amount allotted to the parent if he or she is not participating in the required conferences.
4. When is the temporary cash assistance reinstated?	<ul style="list-style-type: none">• For a student who has been identified as a habitual truant, the TCA must be reinstated after a subsequent grading period in which the student's attendance has substantially improved.• For a student who has been identified as a dropout, the TCA must be reinstated after the student enrolls in a public school, receives a high school diploma or its equivalency, enrolls in preparation for the General Educational Development Tests, or enrolls in other educational activities approved by the district school board.• For a parent or guardian who has failed to attend a conference, the TCA is reinstated after the participant attends the conference with the appropriate school official and that conference is documented by the school and reported to DCF.
5. What is a habitual truant?	A habitual truant is defined by statute as a student who has accumulated 15 unexcused absences within 90 calendar days.
6. What if a parent disagrees with the sanction?	The Learnfare Program provides that the parent or teenage participant can file an appeal within 10 days of being notified of the sanction, and no sanction will be imposed until that appeal is resolved.

7. With whom can the parent have the required conference?	Since the purpose of the conference is to discuss the student's academic and attendance progress, it should be someone who has that information, such as a teacher, guidance counselor, or principal. DOE rules require each school board to adopt a policy, which addresses the criteria for determining who is an "appropriate school official."
8. What is considered a school conference?	The conference can be either face-to-face or a telephonic conversation.
9. How are the conferences set up and verified?	The TCA recipient is responsible for setting up the conference. After the conference, the recipient is responsible for filling out the School Conference Verification Form provided by DCF and returning it to the public assistance specialist.
10. Who needs to participate in these conferences?	Because the purpose of the conference is to enhance parental involvement, every TCA recipient with a school-aged child, not just those whose child has been identified as a habitual truant or dropout, must participate in the conferences.
11. How does the school know that it has Learnfare participants?	In 2001, the Legislature required DCF to develop an electronic data transfer system to streamline the flow of information between the school districts and DCF. The electronic data transfer system must include at least the following information: the number of students and families reported by school districts as out of compliance, the number of students and families sanctioned as a result, and the number of students and families reinstated after becoming compliant. The information compiled must be submitted in the form of an annual report to the presiding officers of the Legislature by March 1 of each year.
12. What are the applicable statutes and rules?	Section 414.1251, F.S. -- Learnfare Program. Section 1003.01(8), F.S. -- Definition of habitual truant. Section 1003.01(9), F.S. -- Definition of dropout.
13. Where can I get additional information?	Florida Department of Education Bureau of Exceptional Education and Student Services (850) 245-0475; www.fldoe.org Florida Department of Children & Families Office of Economic Self-Sufficiency (850) 488-3271 Florida House of Representatives Education Council (850) 488-7451



Education Council

Dropout Prevention/Academic Intervention

Fact Sheet

January 2005

<p>1. What are dropout prevention and academic intervention programs?</p>	<p>Dropout prevention and academic intervention programs are designed for students who do not perform well in traditional educational programs. The programs must use alternative teaching methodologies, curricula, learning activities, and diagnostic and assessment procedures, and must also provide character and legal education, along with curricula and related services. The 1999 Legislature expanded these programs to include eligible students in grades 1 through 12.</p>
<p>2. What are parental rights prior to placement of a student into a program?</p>	<p>The school principal must provide written notice by certified mail, return receipt requested, to the student's parent prior to a student's placement in a dropout prevention and academic intervention program. The parent must sign an acknowledgment of the notice of placement and return it to the principal within three days after receipt of the notice. The parents shall also be entitled to an administrative review of any action by school personnel relating to such placement.</p>
<p>3. What is "disruptive behavior"?</p>	<p>Current law defines "disruptive behavior" as behavior that interferes with the student's own learning or the educational process of others. It is further defined as behavior that requires attention and assistance beyond that which the traditional program can provide or that results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom. Behavior that severely threatens the general welfare of students or others with whom the student comes into contact is also considered "disruptive behavior".</p>
<p>4. How is eligibility determined for dropout prevention and academic intervention?</p>	<p>To be eligible to receive services funded through the dropout prevention and academic intervention program, students must be identified as meeting one of the following criteria:</p> <ul style="list-style-type: none"> • Being academically unsuccessful as evidenced by low test scores; retention; failing grades; low grade point average; falling behind in earning credits; or not meeting the state or district proficiency levels in reading, mathematics, or writing. • Having a pattern of excessive absenteeism or being habitually truant (Refer to the Truancy Fact Sheet.). • Having a history of disruptive behavior in school or committing an offense that warrants out-of-school suspension or expulsion.

Dropout Prevention/Academic Intervention

	<p>Student participation in the program is generally voluntary; however, districts may assign students to a program for disruptive students.</p> <p>No student is to be identified as eligible to receive services funded through the dropout prevention and academic intervention program based solely on the student being from a single-parent family.</p>
5. What are "second chance schools"?	<p>"Second chance schools" are district programs provided through cooperative agreements between the school districts and the Department of Juvenile Justice (DJJ), private providers, state or local law enforcement agencies, or other agencies for students who are disruptive, violent, or have committed serious offenses.</p>
6. What is required before schools refer students to a second chance school?	<p>To be eligible for a second chance school, a student must meet one of the following criteria:</p> <ul style="list-style-type: none"> • Be in grades 6 to 10, be a habitual truant whose excessive absences are linked to lack of motivation that has affected academic progress, and be at risk of dropping out of school. • Be a habitual truant whose case staffing committee determines that it would be beneficial to the student. • Exhibit disruptive behavior in violation of the school board's code of student conduct. • Interfere with his or her own learning or that of others and require more assistance than the regular program can provide. • Have committed a serious offense warranting suspension or expulsion. A "serious offense" is behavior which threatens the welfare of others, including violence, possession of weapons or drugs, or harassment or verbal abuse of others. <p>Schools are encouraged to use alternative programs, such as in-school suspensions, before assigning students to second chance schools. The school's local child study team must evaluate the student before placement in a second chance school. Students are not eligible for second chance schools if they are eligible for placement in a program for emotionally disturbed children.</p>
7. How do students reenter a traditional school after being in a second chance school?	<p>Students seeking to reenter traditional schools must complete a character development and legal education program and demonstrate preparedness to reenter the regular school.</p>

Dropout Prevention/Academic Intervention

<p>8. Are there funds available for starting second chance schools?</p>	<p>At this time there are no special funds set aside for starting second chance schools. However, districts can use funds they receive through the Florida Education Finance Program (FEFP) or the Supplemental Academic Instruction (SAI) Categorical Fund to start a program. In the 2004-2005 General Appropriations Act (GAA), the Legislature appropriated \$4 million for alternative schools/public-private partnerships.</p>
<p>9. How are dropout prevention and academic intervention programs funded?</p>	<p>Districts can receive funding through the FEFP or the SAI Categorical Fund. The Legislature appropriated \$653.9 million in 2004 towards the SAI Categorical Fund in the 2004-2005 GAA. (Refer to the Florida Education Finance Program & the Supplemental Academic Instruction Fact Sheets.)</p>
<p>10. What are the applicable statutes and rules?</p>	<p>Section 1001.42(16)(c), F.S. -- Supplemental academic instruction. Section 1003.51, F.S. -- Other public educational services. Section 1003.52, F.S. -- Educational services in DJJ programs. Section 1003.53, F.S. -- Dropout Prevention and Academic Intervention Act. Section 1003.53(1), F.S. -- Second chance schools. Section 1003.54, F.S. -- Teenage Parent Programs. Section 1011.62, F.S. -- Funds for operation of schools.</p> <p>Rule 6A-6.0523 through 6A-6.0528, F.A.C. -- Types of Programs and Dropout Prevention Plans Rule 6A-6.05292, F.A.C. -- Common Objective Criteria and Evaluation of Dropout Prevention</p> <p>2004-2005 General Appropriations Act, Specific Appropriation 10A and Specific Appropriation 81</p>
<p>11. Where can I get additional information?</p>	<p>Florida Department of Education Bureau of Student Assistance (850) 245-0698</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council
Character Education

**Fact
Sheet**

January 2005

1. Is character education required in Florida public schools?	Yes. A character-development program similar to Character First or Character Counts must be taught in all public elementary schools. The character-development program must be secular in nature and must stress such character qualities as attentiveness, patience and initiative. Beginning in the 2004-2005 school year, the character development program is required for all public school students in grades kindergarten through 12, and it must stress the qualities of patriotism, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance, and cooperation.
2. How are character education curriculums adopted?	Each district school board must develop or adopt a curriculum for the character-development program and then submit such curriculum to the Department of Education for approval.
3. Are there any other public school programs related to character education?	Yes. The 2002 Legislature designated the last week of September as "Celebrate Freedom Week" in Florida's public schools. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, which must include an in-depth study of the intent, meaning, and importance of the Declaration of Independence. During that week, students are also required to recite a portion of the Declaration of Independence in order to reaffirm the American ideals of individual liberty.
4. What are the applicable laws and statutes?	Section 1003.42(2)(q), F.S. -- Required character education Section 1003.421, F.S. -- Recitation of the Declaration of Independence
5. Where can I get additional information?	Department of Education Bureau of School Improvement (850) 245-0423 Florida House of Representatives Education Council (850) 488-7451

PUBLIC SCHOOLS
School Personnel Issues



Education Council

Teacher Recruitment & Retention

Fact Sheet

January 2005

<p>1. What is the projected need for teachers in Florida?</p>	<p>The Florida Legislature's Office of Economic and Demographic Research (OEDR) projects that between 2000-2001 and 2009-2010, Florida will need 162,000 teachers to replace those teachers who retire or otherwise terminate their employment in Florida's public schools. That works out to a need for approximately 16,000 teachers per year over this period. However, with the passage of the class size amendment to the State Constitution (Amendment 9) in 2002, Florida will need 22,582 teachers in 2003-2004. About one-third of this number is needed to meet class size requirements.</p> <p>Not counting the additional teachers needed to implement the class size amendment, approximately one fifth of vacancies filled each year stem from enrollment growth, while four-fifths of the need are the result of teacher terminations—resignations, retirements, and terminations for other reasons.</p>
<p>2. Is the need for teachers in all teaching areas or is it centered in specific areas?</p>	<p>In 2003-04, the critical shortage areas designated by the Department of Education (DOE) include Exceptional Student Education (ESE), math, science, foreign languages, reading, English for Speakers of Other Languages (ESOL), technology education and school psychology. ESE programs accounted for nearly one in five vacancies and almost three out of ten ESE vacancies were filled out-of-field.</p>
<p>3. How does Florida enhance teacher recruitment and retention?</p>	<p>There are many programs offered in Florida to enhance teacher recruitment and retention.</p> <p><u>Teacher Recruitment</u></p> <p>TeachinFlorida, Florida's On-line Recruitment System</p> <ul style="list-style-type: none"> • Accessible at www.teachinflorida.com • Provides information for teaching applicants and those considering a career in education. • Permits school districts to post teaching vacancies online. • Teacher applicants can post resumes online. • Since November 2000, over 37.4 million hits have been received on the site, with an additional 21 million hits received since January 2003. • As of November, 2003, there are 21,000 active resumes and 2,657 vacancies posted from 239 districts, public, private and charter schools and community colleges.

	<ul style="list-style-type: none"> Supported through a combination of federal and state funds. <p>The Great Florida Teach-In</p> <ul style="list-style-type: none"> Florida's annual teacher job fair, providing a cost-effective way for teacher applicants to interview with Florida school district personnel. The 2003 Teach-In had 1895 attendees (987 from out-of-state) and 58 districts and schools represented. <p>Florida Future Educators of American Program</p> <ul style="list-style-type: none"> Encourages pre-college students to consider career opportunities in education. DOE provides assistance to school districts in establishing local chapters for elementary, middle, and high school level students. There are 878 FFEA chapters in the state. Each year the DOE hosts the FFEA State Conference for middle and high school students and chapter advisors. Statewide conference conducted November 2002 with over 315 participants. <p>Florida Fund for Minority Teachers, Inc.</p> <ul style="list-style-type: none"> This non-profit corporation manages the Minority Teacher Scholar Program, which provides scholarships to juniors in college. In 2002-2003, the program provided 571 scholarships totaling \$1,848,000. <p>Exceptional Student Education Teachers</p> <ul style="list-style-type: none"> Through this program, DOE works with 9 state universities to recruit, prepare and retain ESE teachers, especially minority ESE teachers. Florida is in its second year of a 5 year, \$1.5 million grant awarded by the U.S. DOE. An additional \$2.3 million of federal Individuals with Disabilities Education Act (IDEA) Part B funds are funneled into the partnerships through the Comprehensive System of Personal Development Program. <p>Out of State Reciprocity</p> <ul style="list-style-type: none"> A teacher with a standard out-of-state certificate or National Board of Professional Teaching Standards certificate has reciprocity in Florida. (See the Teacher Certification Fact Sheet.)
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Alternative Certification Programs and Experts in Field

- To recruit professionals with subject area knowledge.
- DOE has developed a competency-based, on-the-job professional preparation program for satisfying the mastery of professional preparation and education competence requirements to receive a professional certificate.
- Provides online training and classroom mentoring.
- Over 1,500 applicants enrolled in the 2003-2004 school year. (See the Teacher Certification Fact Sheet.)

Adjunct Teachers

- A school district may create the position of "adjunct teacher," which is a person qualified by education or professional experience to teach in a certain narrow area, on a part-time basis. (See the Adjunct Teacher Fact Sheet.)

Other Teacher Recruitment Programs

- Florida has a national multi-media recruitment campaign to attract teachers; this includes regional and national print ads and radio and television public service ads.
- The Teacher First Response Center provides comprehensive information through a one-stop toll-free call operation for those interested in a teaching career in Florida.
- The Teach-for-Florida Program provides accelerated placement of highly qualified teachers, targeting career changers, underrepresented groups and paraprofessionals; it also prepares teachers for high needs schools.
- The Transition to Teaching Program supports high needs districts in attracting second careerists and Arts and Sciences graduates to teaching through state and local grants totaling \$10 million over five years.

Teacher Retention

TeachinFlorida.com

Tele-mentoring for new and early career teachers through a cadre of distinguished "e-mentors" (inaugurated August 2003).

- Provides a Teacher Toolkit and Teachers' Lounge (inaugurated March 2002).
- Provides lesson planning tools, bank of current research

	<p>and best practices in reading, resource builder capacity, chat room for discussions, and access to online reading courses.</p> <ul style="list-style-type: none"> • Provides online professional development in the area of reading; expansion of teacher toolkit underway with resources on strategies to reduce student test anxiety. • Supported with both state and federal funds. <p>BEST: Better Educated Students and Teachers</p> <ul style="list-style-type: none"> • The Teaching Salary Career Ladder is required of all districts beginning 2005-06. • It creates a new structure of the current teaching system that establishes multi-level career staffing and market driven compensation salary structure. • It establishes the following teaching categories: Associate Teacher, Professional Teacher, Lead Teacher, Mentor Teacher. • \$25 million appropriated in 2003-2004 to fund early innovator school districts. (See the Salary Career Ladder for Classroom Teachers Fact Sheet.) <p>Dale Hickam Excellent Teaching Program</p> <ul style="list-style-type: none"> • Provides financial incentives for teachers in the process of becoming certified by the National Board for Professional Teaching Standards. • Provides incentives for Board Certified Teachers to mentor other teachers. Teachers are eligible for bonuses up to \$7,800 for 10 years. • There are 3,490 National Board Certified Teachers in Florida. (See the Dale Hickam Excellent Teaching Program Fact Sheet.) <p>Rewarding High-Performing Teachers</p> <ul style="list-style-type: none"> • In 2000, the Legislature began providing bonuses of up to \$2,000 per year for teachers who succeed in teaching Advanced Placement or International Baccalaureate classes. • School boards must adopt a performance pay policy for outstanding instructional personnel equal to 5% of their pay. • School recognition awards provide bonuses of up to \$100 per student to all schools with improved student performance. These awards are frequently used by the school advisory councils to provide bonuses to teachers. (See the Teacher Pay Fact Sheet.)
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	<p>Teacher Recognition Programs</p> <ul style="list-style-type: none">• Florida Teacher of the Year• Milken National Educator Award• Florida League of Teachers• Dale Hickam Excellent Teaching Program <p>Targeted Funding for Teachers</p> <ul style="list-style-type: none">• Florida leads the nation in providing liability insurance coverage for all full-time teachers and education professionals (guidance counselors, librarians, media specialist and school social workers).• Teacher professional development - In 2004-2005, \$36 million dollars is provided to districts; 50% of district amount must be used for scientifically-based reading instructional methods.• Florida Teachers Lead Program - Provides every classroom teacher approximately \$100 to purchase classroom supplies.• FSU's Summer Reading Professional Development - Tuition-free university level reading courses provided at sites around state during summer that count toward reading endorsement for certification.• "Four-PD" - online professional development to train new and current teachers in the latest scientifically-based reading instructional methods. <p>Critical Teacher Shortage Student Loan Forgiveness</p> <ul style="list-style-type: none">• Reimbursement of tuition for college courses taken by current teachers toward certification in areas of critical teacher shortage.• Reimburses up to 9 semester hours per year at up to \$78 per credit hour.• Teachers must earn a grade point average of 3.0 to receive reimbursement.• The program also provides scholarship assistance for taking courses toward certification in areas of critical shortage.• Scholarship component targets undergraduate students, teachers in the profession, arts and sciences graduates, and mid-career professionals moving into teaching. <p>Residential Subsidies</p> <ul style="list-style-type: none">• Equity Residential Properties Trust, in partnership with the DOE, created a program to reduce teachers' rent by 10%, take \$100 off move-in fees, and provide a \$500
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Teacher Recruitment & Retention

	<p>credit toward home purchase.</p> <p>Home Loan Programs</p> <ul style="list-style-type: none"> • The U.S. Department of Housing and Urban Development (HUD) sponsors one program, the Teacher Next Door, which offers a 50% discount to teachers for HUD-owned single family homes. • Teacher Zero Down, sponsored by Bank of America, assists with home loan down payments. • Teacher Flex, also sponsored by Bank of America, assists with down payment and closing costs. <p>Treatment of Years of Experience for Pay Purposes</p> <ul style="list-style-type: none"> • A school district must treat years of teaching experience outside the district the same as years of teaching experience within the district, for purposes of pay. (See the Teacher Pay Fact Sheet.)
4. Are there federal programs that support teacher recruitment in Florida?	<p>Yes. Troops to Teachers: The Troops to Teachers Program is a federally supported program that provides counseling and placement assistance services to military personnel seeking a second career in teaching. There are 27 Troops to Teachers state offices. The program provides funding to Eckerd College and FSU to develop alternate certification programs in collaboration with school districts desiring such programs. 4,970 Troops to Teachers have been hired nationally; with 387 Troops to Teachers hired in Florida.</p> <p>Transition to Teaching Program: In 2002, Florida was awarded a grant of \$10.7 million over a 5-year period from the U.S. Department of Education to recruit high-quality teachers. The grant program will recruit non-teachers and provide support for their transition to the classroom. The program targets paraprofessionals seeking to advance their career in the classroom, graduates with arts and sciences degrees who want to become teachers and career changers seeking a new career in education.</p>
5. Which statutes and rules are applicable?	<p>Section 1009.59, F.S. -- Critical Teacher Shortage Student Loan Forgiveness Program.</p> <p>Section 1009.605, F.S. -- Florida Fund for Minority Teachers, Inc.</p> <p>Section 1012.05, F.S. -- Teacher Recruitment and Retention. (including provisions authorizing the Great Florida Teach-In)</p> <p>Section 1012.22(1)(c), F.S.-- Compensation and Salary Schedules.</p> <p>Section 1012.33(3)(g), F.S -- Treatment of Years of</p>

Teacher Recruitment & Retention

	<p>Experience for Pay Purposes. Section 1012.56, F.S. -- Educator Certification Requirements Section 1012.57, F.S. -- Certification of Adjunct Educators. Section 1012.58, F.S. -- Transition to Teaching Program. Section 1012.72, F.S. -- Dale Hickam Excellent Teaching Program. Section 1012.74, F.S. -- Florida Educators Professional Liability Insurance Protection.</p>
6. Where can I get additional information?	<p>Department of Education Bureau of Educator Recruitment , Development and Retention (850) 245-0435 www.firn.edu/doe/profdev/ www.teachinflorida.com Florida House of Representatives Education Council (850) 488-7451</p>



<p>1. Which school-based personnel require certification?</p>	<p>Section 1012.55, F.S., requires individuals who hold positions as school supervisors, principals, teachers, library media specialists, school counselors, athletic coaches, or who otherwise provide instruction to possess a certificate as required by law and the rules of the State Board of Education (SBE). However, athletic coaches who voluntarily render service and are not employed by the school district are not required to hold certificates.</p> <p>The law also requires that rules be adopted to allow school boards to employ non-certificated personnel in certain circumstances.</p>
<p>2. How many types of teacher certificates are available?</p>	<p>Pursuant to s. 1012.56(6), F.S., the Bureau of Educator Certification issues two types of certificates to full-time teachers:</p> <p>1) A professional certificate. This certificate is valid for five school years and renewable with six semester hours of college credit in the subject area(s), 120 in-service points, or a combination of college credit and in-service points (See Questions 3 and 4).</p> <p>2) A temporary certificate. This certificate is valid for three school years and is nonrenewable except as provided in statute (See Questions 3 and 5).</p> <p>Additionally, the Florida Department of Education (DOE) also issues a certificate to cover "athletic coaching." This certificate is issued to individuals employed on either a part-time or full-time basis as a coach.</p> <p>Finally, an "adjunct" teaching certificate may also be issued by a school district, allowing individuals who do not hold state-issued teacher certification to teach if certain requirements are met. (Refer to the Adjunct Educator Certification Fact Sheet.)</p>
<p>3. What are the basic eligibility requirements to obtain a teaching certificate in Florida?</p>	<p>To be eligible to seek certification, a person must:</p> <ul style="list-style-type: none"> • Be at least 18 years of age. • File a written statement, under oath, to subscribe to and uphold the principles incorporated in the Constitution of

	<p>the United States and the Constitution of the State of Florida.</p> <ul style="list-style-type: none"> • Document receipt of a bachelor's or higher degree from an accredited institution of higher learning or from a non-accredited institution of higher learning identified by the Department of Education (DOE) as having a quality program (See Question 10). • Obtain fingerprint clearance from the Department of Law Enforcement and Federal Bureau of Investigation. • Be of good moral character. • Be competent in performing the duties, functions, and responsibilities of a teacher.
4. In addition to the basic eligibility requirements, what requirements are needed to obtain a Florida Professional Educator certificate?	<p>In addition to the basic eligibility requirements, applicants seeking a professional certificate must also:</p> <ul style="list-style-type: none"> • Demonstrate mastery of general knowledge (See Question 6). • Demonstrate mastery of subject area knowledge (See Question 7). • Demonstrate mastery of professional preparation and education competence (See Question 8).
5. In addition to the basic eligibility requirements, what requirements are needed to obtain a temporary teaching certificate?	<p>In addition to the basic eligibility requirements, applicants seeking a temporary certificate must also:</p> <ul style="list-style-type: none"> • possess a bachelor's degree with a major in a certification subject area; • obtain college credit in the subject as specified in SBE rule; or • achieve a passing score on the Subject Area Examination for a bachelor's level subject area. <p>The applicant must also demonstrate mastery of general knowledge (See Question 6) within one calendar year of the date of employment under the temporary certificate.</p>
6. How does an applicant demonstrate mastery of general knowledge?	<p>Acceptable means of demonstrating mastery of general knowledge are:</p> <ul style="list-style-type: none"> • Achieving a passing score on the Florida General Knowledge Examination required by SBE rule.; • Achieving a passing score on the College Level Academic Skills Test (CLAST) <i>prior to July 1, 2002</i>; • Holding a valid standard teaching certificate issued by another state; • Holding a valid standard teaching certificate issued by the National Board of Professional Teaching Standards (NBPTS) or a national educational credentialing board approved by SBE; or • Documenting at least two semesters of successful

	<p>teaching in a community college, state university, or private college or university that awards an associate or higher degree and is an accredited institution or is a non-accredited institution of higher education identified by the DOE as having a quality program (See Question 10).</p>
<p>7. How does an applicant demonstrate mastery of subject area knowledge?</p>	<p>Acceptable means of demonstrating mastery of subject area knowledge are:</p> <ul style="list-style-type: none"> • Achieving passing scores on the subject area exams required by SBE rule; • Completing the subject area specializations specified in State Board rule and verification of subject area competence by the superintendent or chief executive officer of a state supported or private school for a subject area for which there is no subject area examination; • Completing the graduate level subject area specialization requirements for a subject coverage requiring a master's or higher degree and achievement of a passing score on the corresponding subject area examination; • Holding a valid standard teaching certificate issued by another state; or • Holding a valid standard teaching certificate issued by the NBPTS or a national educational credentialing board approved by SBE.
<p>8. How does an applicant demonstrate mastery of professional preparation and education competence?</p>	<p>Acceptable means of demonstrating mastery of professional preparation and education competence are:</p> <ul style="list-style-type: none"> • Completing an approved teacher preparation program at a postsecondary institution <i>in Florida</i> and achieving a passing score on the professional education competency exam required by SBE rule; • Completing a teacher preparation program at a postsecondary institution <i>outside of Florida</i> and achieving a passing score on the professional education competency exam required by SBE rule; • Holding a valid standard teaching certificate issued by another state; • Holding a valid standard teaching certificate issued by the NBPTS or a national educational credentialing board approved by SBE; • Documenting two semesters of successful teaching in a community college, state university, or private college or university that awards an associate or higher degree and is an accredited institution or is a non-accredited institution of higher education identified by the Department of Education as having a quality program (See

	<p>Question 10):</p> <ul style="list-style-type: none"> • Completing a professional education competence demonstration program, completing twenty semester hours in professional preparation pursuant to SBE rule, and achieving a passing score on the professional education examination required by SBE rule; or • Completing the Florida alternative certification program or a DOE-approved alternative certification program developed by a Florida school district. (Refer to the Alternative Certification Fact Sheet.)
9. May teachers add areas of certification to their certificate?	Yes. Teachers may add subject areas requiring a bachelor's degree by attaining a passing score on a subject area examination. Teachers may add subject areas requiring a master's or higher level degree by attaining a passing score on a subject area examination and completing the subject content course or degree requirements.
10. What requirements does the DOE use to determine a "non-accredited institution of higher education with a quality" program?	<p>According to the Florida DOE, a non-accredited institution of higher learning will be considered to have a quality bachelor's or higher degree program, if it meets any one of the following criteria:</p> <ul style="list-style-type: none"> • The institution is listed in the U.S. Department of Education's Directory of Postsecondary Institutions - Volume 1. The volume lists institutions that are accredited by at least one accreditation agency; • The institution's degrees are accepted for certification by their own state's Department of Education; or • The institution operates pursuant to Section 1005.06(1)(e), F.S., which exempts certain institutions from the jurisdiction of the Commission for Independent Education.
11. What is the policy behind Florida's certification requirements?	As a result of two significant legislative initiatives -- the 1999 A+ Education Plan and EDUCATE 2000 -- Florida's educator certification laws were reformed in order to streamline the process, eliminate barriers to entering the teaching profession, and incentivize the recruitment and retention of outstanding teachers.
12. What are the applicable statutes and rules?	<p>Section 1005.06(1)(e), F.S. -- Institutions exempt from licensure in 2001.</p> <p>Section 1012.54, F.S. -- Purpose of instructional personnel certification.</p> <p>Section 1012.55, F.S. -- Positions for which certificates are required.</p> <p>Section 1012.56, F.S. -- Educator certification requirements.</p> <p>Section 1012.565, F.S. -- Educator certification for blind and visually impaired students.</p>

Teacher Certification

	<p>Section 1012.57, F.S. -- Certification of adjunct educators. Section 1012.575, F.S. -- Alternative preparation programs for certified teachers to add additional coverage Section 1012.58, F.S. -- Transition to Teaching Program.</p> <p>Section 6A-1.0502, F.A.C. -- Non-certificated Instructional Personnel</p>
13. Where can I get additional information?	<p>Florida Department of Education Educator Certification In State: 1-800-445-6739 Out of State 1-850 488-2317 Internet Home Page: /www.fldoe.org (click on "Educators") E-mail: edcert@mail.doe.state.fl.us On-Line Employment Opportunities: www.TeachinFlorida.com/</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



1. What is "alternative" certification?	Alternative certification programs provide a way for individuals who already possess a bachelor's degree to obtain the professional education preparation and experience required for a teaching certificate in Florida.
2. Who may participate in alternative certification?	Participants in all alternative certification programs must hold a bachelor's degree; the degree does not have to be in "education" or a traditional teacher preparation program.
3. Where are alternative certification programs available?	<p>All Florida school districts are required to provide an on-the-job training alternative certification program for newly hired instructional staff. Participants in the district programs must be hired by the district and be eligible for a temporary educator certificate issued by the Florida Department of Education (FDOE).</p> <p>To obtain training <i>before</i> being hired by a school district or <i>before</i> obtaining a temporary certificate, an individual may enroll in an alternative certification program at an <i>educator preparation institute</i>.</p>
4. What is an educator preparation institute?	Postsecondary educator preparation institutes were authorized by the 2004 Legislature in CS/SB 2986. The institutes are created by postsecondary institutions and must be approved by the FDOE. The alternative certification program offered by the institute must also be approved by FDOE.
5. What does the alternative certification program offered by educator preparation institutes include?	<p>An alternative certification program offered by an approved educator preparation institute must include:</p> <ul style="list-style-type: none"> • instruction in professional knowledge and competencies and teaching scientifically based reading, including strategies that research has shown to be successful in improving reading among low-performance readers; • provide field experience with supervision from qualified educators; and • provide a certification ombudsman to assist participants in the process and procedures in obtaining certification. <p>To achieve professional educator certification, successful completers of the program must also pass the professional education competency test.</p>
6. What does the alternative certification program offered by school	Flexibility is given to districts to provide either the DOE developed program or a competency-based alternative certification program developed by the district and approved by DOE. The DOE program is an on-line and peer support

districts include?	<p>program and must include the following components:</p> <ul style="list-style-type: none"> • Survival training prior to assuming teacher duties to provide the minimum amount of instruction to prepare for the first days and weeks of school. • CD-ROM to train users on features of the web-based learning management to deliver the learning activities. • Support team of peer mentors and on-line tutors. • On-line learning activities. • An assessment to demonstrate knowledge of educational program.
7. What information is available to compare the performance of educators based on the path taken to obtain a professional certificate?	<p>Beginning with the 2003-2004 school year, the DOE must conduct a longitudinal study to compare performance of certificate holders who are employed in Florida school districts. The study must compare a sampling of educators who have qualified for a professional certificate since July 1, 2002, to determine if there are any significant differences in the performance of three groups of teachers:</p> <ul style="list-style-type: none"> • Teachers who graduated from a state-approved teacher preparation program. • Teachers who completed a state-approved professional preparation and education competency program. • Teachers with a valid standard teaching certificate issued by a state other than Florida. <p>Comparisons will be based on students' achievement levels and learning gains as measured by the student assessment program for public schools.</p>
8. What are the applicable statutes and rules?	<p>Section 1004.85, F.S. -- Postsecondary educator preparation institutes.</p> <p>Section 1008.22, F.S. -- Student assessment program for public schools</p> <p>Section 1012.56(5)(h), F.S.--Test requirement for alternative certification program offered by educator preparation institute</p> <p>Section 1012.56(7), F.S. -- Professional preparation alternative certification and education competency program</p> <p>Section 1012.56(16), F.S. -- Comparison of routes to a professional certificate</p>
9. Where can I get additional information?	<p>Florida Department of Education Educator Certification In State: 1-800-445-6739 Out of State 1-850-488-2317 Internet Home Page: http://www.fldoe.org/Default.asp?bhcp=1 E-mail: edcert@mail.doe.state.fl.us On-Line Employment Opportunities: www.TeachinFlorida.com</p>

Alternative Certification

	Florida House of Representatives Education Council (850) 488-7451
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Education Council

Adjunct Educator Certification

Fact Sheet

January 2005

1. What are adjunct educators?	<p>In accordance with s. 1012.57, F.S., and district school board rule, adjunct educators are persons who are deemed qualified to teach by virtue of their educational experience, life experience, or years of work even though they do not necessarily possess the academic qualifications or meet other requirements of the normal educator certification process. Adjunct educators are used to supplement -- not replace -- state certified educators. For example, a district could choose to hire a retired engineer or astronaut to teach algebra for one class per day.</p>
2. Who can become an adjunct educator?	<p>At a minimum, an applicant to be an adjunct educator must:</p> <ul style="list-style-type: none">• be at least 18 years old;• file a written statement, under oath, to uphold the principles in the Constitution of the United States and the Constitution of the State of Florida;• hold at least a bachelor's degree with a 2.5 GPA,• submit to a fingerprint check;• be of good moral character; and• be competent and capable of performing the duties, functions, and responsibilities of a teacher. <p>Additionally, in accordance with district school board rule, the applicant must demonstrate "expertise" in the subject area in which he or she will be teaching (See Question 4).</p>
3. What is the purpose of allowing districts to certify "adjunct" teachers?	<p>The purpose of allowing districts to certify individuals as adjunct educators is to allow these individuals to teach part-time in their fields of expertise without having to pass a state-required examination or take numerous hours of instruction at an education school. The adjunct certificate holders should be used as a strategy to reduce the teacher shortage; thus, supplementing a school's instructional staff.</p>
4. How does an individual demonstrate "expertise" in a subject area?	<p>An applicant shall be considered to have expertise in the subject area to be taught if the applicant demonstrates sufficient subject area mastery through passage of a subject area test.</p>

<p>5. How many districts have implemented an adjunct educator certification program?</p>	<p>Currently, 10 districts have adjunct educator certification programs:</p> <table border="1"> <thead> <tr> <th>Districts</th><th># of Adjunct Educators</th></tr> </thead> <tbody> <tr> <td>Broward</td><td>3</td></tr> <tr> <td>Citrus</td><td>1</td></tr> <tr> <td>Hamilton</td><td>5</td></tr> <tr> <td>Lake</td><td>15</td></tr> <tr> <td>Leon</td><td>1</td></tr> <tr> <td>Manatee</td><td>1</td></tr> <tr> <td>Pinellas</td><td>2</td></tr> <tr> <td>Putnam</td><td>1</td></tr> <tr> <td>St. John's</td><td>19</td></tr> <tr> <td>St. Lucie</td><td>4</td></tr> <tr> <td>Total Statewide</td><td>52</td></tr> </tbody> </table>	Districts	# of Adjunct Educators	Broward	3	Citrus	1	Hamilton	5	Lake	15	Leon	1	Manatee	1	Pinellas	2	Putnam	1	St. John's	19	St. Lucie	4	Total Statewide	52
Districts	# of Adjunct Educators																								
Broward	3																								
Citrus	1																								
Hamilton	5																								
Lake	15																								
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St. Lucie	4																								
Total Statewide	52																								
<p>6. How does the district assist adjunct educators in their first year of teaching?</p>	<p>The district must assign a "peer mentor" to assist these adjunct educators in their first year of teaching, and must also provide an orientation in classroom management, prior to assignment. An adjunct certificate holder may participate in a district's new teacher training program.</p>																								
<p>7. When can an adjunct certificate be renewed?</p>	<p>The adjunct educator certificate is good for five years, and may be renewed if the applicant has a satisfactory evaluation during each year of teaching as an adjunct educator.</p>																								
<p>8. What are the applicable statutes?</p>	<p>Section 1012.57, F.S. -- Certification of adjunct educators.</p>																								
<p>9. Where can I get additional information?</p>	<p>Florida Department of Education Educator Certification (850) 245-0435 www.fldoe.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>																								



Education Council Teacher Pay

Fact Sheet

January 2005

<p>1. Who controls how much teachers are paid?</p>	<p>The Legislature establishes state funding for public education in the annual General Appropriations Act (GAA). However, the Legislature does not establish teacher salaries.</p> <p>Teacher compensation (salaries and benefits) is bargained locally between teachers and the individual school district. Article I, Section 6 of the Florida Constitution provides that in Florida, "the right to bargain collectively shall not be denied or abridged."</p>
<p>2. How much funding was provided by the Legislature in the 2004-2005 budget?</p>	<p>In the 2004-2005 General Appropriations Act, the following programs provide funding for teachers.</p> <ul style="list-style-type: none">• Florida Education Finance Program (FEFP) funding formula increase provided \$1 billion <i>new</i> dollars for school operations. Some of these <i>new</i> dollars are reserved for teachers and some <i>may</i> be used for teacher salary increases, for other compensation such as health insurance, or for the hiring of new teachers.• School Recognition Program (included in the FEFP formula funds) provided \$117.2 million, which may be used by the schools/school advisory councils to provide nonrecurring bonuses for teachers. (Refer to the School Recognition Program Fact Sheet.)• Teachers Lead Program (included in FEFP formula funds) provided \$16.5 million for direct payments of \$100 to each classroom teacher for the purchase of classroom supplies.• Teacher Training funding (included in FEFP formula funds) is provided for teacher professional development in the amount of \$36 million.• Dale Hickam Excellent Teaching Program funding, which allows teachers to get assistance and bonuses of up to \$7,000 for pursuing and achieving national certification, was funded at \$67.7 million. (Refer to the Dale Hickam Excellent Teaching Program Fact Sheet.)• Teacher and School District Administrator Death Benefits provides for the families of teachers who are killed through some unlawful act in the performance of their professional duties (s. 112.1915, F.S.).• Educator Professional Liability Insurance provides teachers with professional liability insurance coverage for monetary damages and the cost of defense for claims made against them in the performance of their professional duties. (Refer

	<p>to the Teacher Liability Insurance Fact Sheet.)</p> <ul style="list-style-type: none"> • International Baccalaureate (IB) Bonus provides IB teachers a \$50 bonus for each student that receives a score of 4 or higher on the IB examination. Each IB teacher in a school designated "D" or "F" teaching at least one student who receives a score of 4 or higher on the IB examination is awarded an additional \$500 bonus. • Advanced International Certificate of Education Bonus (AICE) Bonus provides AICE teachers teaching students in full-credit AICE courses a \$50 bonus for each student that receives a score of 2 or higher on the AICE examination. AICE teachers teaching half-credit AICE courses are awarded a \$25 bonus for each student who receives a score of 1 or higher on the AICE examination. In addition, each AICE teacher in a school designated "D" or "F" who has at least one student that receives a score of 2 or higher on a full-credit AICE examination is awarded an additional \$500 bonus. Additional bonuses of \$250 each are awarded to teachers of half-credit AICE classes in a school designated "D" or "F" that have at least one student scoring 1 or higher on the half-credit AICE examination in that class. • Advanced Placement Bonuses (AP) Bonus provides AP teachers a \$50 bonus for each student that receives a score of 3 or higher on the College Board Advanced Placement examination. In addition, each AP teacher in a school designated "D" or "F" who has at least one student that receives a score of 3 or higher on the College Board Advanced Placement examination is awarded an additional \$500 bonus.
3. How does the district distribute the money appropriated by the Legislature?	Each public school district, after collective bargaining activities, adopts a salary schedule for instructional personnel in that district. Chapter 447, F.S., governs collective bargaining in Florida, including school district employee collective bargaining.
4. In setting the salary schedule and teacher salaries, what does the Legislature require districts to consider?	<p>As a basis for paying all school employees, district school boards are required to adopt a salary schedule or salary schedules that are designed to furnish incentives for improvement in training and for continued efficient service (s. 1012.22(1)(c), F.S.).</p> <p>Before 1997, school boards, in determining the salary schedule, had to consider the prior teaching experience of a person designated state teacher of the year by any state in the United States (Ch. 97-190, L.O.F.).</p> <p>In 1997, the Legislature added the requirement that a portion of</p>

	<p>each employee's compensation be based on performance; and that, in developing the salary schedule, the district school board seek input from parents, teachers, and representatives of the business community (s. 1012.22(1)(c)3., F.S.).</p> <p>In 1999, the Legislature required that the performance provision of each employer's compensation be 5% (s. 1012.22(1)(c)4., F.S.).</p> <p>In 2000, the Legislature required district school boards to consider prior professional experience in the field of education gained in positions in addition to district level instructional and administrative positions. This was done so districts would consider experience, such as corporate training or educational sabbaticals taken to work in specialized areas like marine biology at Sea World, etc. (s. 1012.22(1)(c)2., F.S.)</p> <p>In 2001, the Legislature addressed the issue of credit being given to teachers who move to new districts by establishing a policy to treat out of district teaching experience the same as in district teaching experience (s. 1012.33(3)(g), F.S.)</p> <p>In 2003, the Legislature created the Salary Career Ladder for Classroom Teachers, which revolutionizes how teachers are paid; tying compensation to performance. (s. 1012.231, F.S.)</p>																								
<p>5. On average, what are teachers paid in Florida?</p>	<p>According to the Florida Department of Education, the average salary paid to a Florida public school teacher in the school year 2003-04 was \$40,598. This represents an increase of \$323 (.80%) over the average salary of \$40,275 for the 2002-03 school year.</p> <p style="text-align: center;">Statewide Average Salary, 2001-2002 to 2003-2004</p> <table border="1"> <tr> <th>Level</th> <th>2001-2002</th> <th>2002-2003</th> <th>2003-2004</th> </tr> <tr> <td>Bachelor's</td> <td>36,363</td> <td>37,335</td> <td>37,637</td> </tr> <tr> <td>Master's</td> <td>43,061</td> <td>44,070</td> <td>44,536</td> </tr> <tr> <td>Specialist's</td> <td>50,450</td> <td>51,296</td> <td>52,258</td> </tr> <tr> <td>Doctorate</td> <td>49,422</td> <td>50,397</td> <td>50,847</td> </tr> <tr> <td>All Degrees</td> <td>39,275</td> <td>40,275</td> <td>40,598</td> </tr> </table> <p>The following table sets forth the districts that provided the highest average teacher salary and the lowest average teacher salary in Florida in 2002-03, according to the education level of the teacher.</p>	Level	2001-2002	2002-2003	2003-2004	Bachelor's	36,363	37,335	37,637	Master's	43,061	44,070	44,536	Specialist's	50,450	51,296	52,258	Doctorate	49,422	50,397	50,847	All Degrees	39,275	40,275	40,598
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6. What is the national average teacher salary?	Nationally, the average teacher pay is estimated at \$45,930 for 2002-03 (source: U.S. Dept. of Education, National Center for Education Statistics; <i>Digest of Education Statistics, 2002</i>).																																																								
7. Does a direct comparison of teacher salary between various states produce a true picture of all factors that affect those averages?	<p>No. Several factors make such a direct (unadjusted) comparison largely invalid.</p> <ul style="list-style-type: none">• Cost-of-living must be taken into consideration. Most states with higher pay also have higher costs-of-living in goods, services, and housing.• Compensation in the form of other (non-salary) benefits is not reflected in salary.• It should be noted that Florida does not assess sales tax on groceries or medicines, nor does it assess a state income tax, as many other states do.• Florida is a high growth state and hires a much greater percentage of first time teachers than most states. Since beginning teachers make a lower wage, this fact brings down the state average teacher salary for Florida and other high growth states. <p>Other factors affect the average teacher salary in different states or even in different districts within Florida and should also be taken into consideration when comparing average salaries. These factors include:</p> <ul style="list-style-type: none">• The number of instructional personnel in the district.• The type of degree of the individual.• The number of years of experience.• Whether the teacher is paid from an in-field or out-of-field contract.• Whether the teacher is paid on an annual or continuing (tenure) contract status.																																																								
8. What other benefits do Florida teachers receive in addition to	<p>Benefits: Employers pay Social Security, retirement, and medical plan benefits.</p> <p>Scholarships & Loan Forgiveness: A variety of scholarships and</p>																																																								

salary?	<p>loan forgiveness programs are available for teachers or prospective teachers.</p> <p>Advanced Placement Bonuses (AP) Bonus: (See Question 2)</p> <p>Advanced International Certificate of Education Bonus (AICE) Bonus: (See Question 2)</p> <p>International Baccalaureate (IB) Bonus: (See Question 2)</p>
9. What are the applicable statutes and rules?	<p>Ch. 447, F.S. -- Labor Organizations (Collective Bargaining provisions).</p> <p>Section 1011.62, F.S. -- Funds for Operation of Schools (Bonuses for teachers).</p> <p>Section 1012.22(1)(c), F.S. -- Compensation and Salary Schedules.</p> <p>Section 1012.33(3)(g), F.S. -- Contracts with Instructional Staff, Supervisors and School Principals.</p> <p>2004-2005 General Appropriations Act, Specific Appropriations 7, 81, 86, 87, 89, 101 and 102.</p>
10. Where can I get additional information?	<p>Florida Department of Education www.fldoe.org (Teacher Salaries, Experience, and Degree Level)</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

Teacher Salary Career Ladder

Fact Sheet

January 2005

<p>1. What is the Salary Career Ladder for Classroom Teachers?</p>	<p>The Salary Career Ladder for Classroom Teachers was created by the Legislature in Ch. 2003-391, L.O.F. to change the way that Florida teachers are compensated, moving from a compensation system based on tenure to one based on performance and high achievement.</p>
<p>2. How will the Salary Career Ladder for Classroom Teachers be implemented?</p>	<p>Beginning with the 2005-2006 academic year, each district school board is required to implement a salary career ladder for classroom teachers. Teacher performance shall be defined as designated in s. 1012.34(3)(a)1.-7., F.S. The recommended salary schedule for teachers for 2004-2005 must be consistent with the district's career ladder and the district's 5% performance pay policy must provide for the evaluation of classroom teachers within each level of the salary career ladder provided in s. 1012.231, F.S.</p> <p>The categories of classroom teachers reflected in the salary career ladder must be as follows:</p> <ul style="list-style-type: none"> • <u>Associate Teacher</u> - Classroom teachers who have not yet received professional certification or those who have professional certification but have been evaluated as low-performance teachers. • <u>Professional Teacher</u> - Classroom teachers who have received professional certification. • <u>Lead Teacher</u> - Classroom teachers who are responsible for leading others in the school as department chairperson, lead teacher, grade-level leader, intern coordinator, or professional development coordinator. Lead teachers must participate on a regular basis in the direct instruction of students and serve as faculty for professional development activities as determined by the State Board of Education. To be eligible for a Lead Teacher designation, the teacher must demonstrate outstanding performance pursuant to s. 1012.34(3)(a)1.-7. and must have been a Professional Teacher for at least 1 year. • <u>Mentor Teacher</u> - Classroom teachers who serve as regular mentors to other teachers, serve as faculty-based professional development coordinators, and regularly participate in direct instruction of low-performing

	<p>students. To be eligible for a Mentor Teacher designation, the teacher must demonstrate outstanding performance pursuant to s. 1012.34(3)(a)1.-7. and must have been a Lead Teacher for at least 2 years.</p> <p>Promotion of a teacher to a higher level on the salary career ladder shall be based on prescribed performance criteria and not based on length of service.</p> <p>Each district school board must develop a plan to implement the salary career ladder as prescribed above and submit the plan to the State Board of Education by March 1, 2004, for approval.</p>
3. Is there a Pilot Program?	<p>Yes. The Legislature appropriated a total of \$25 million in aid to local governments from the Principal State School Trust Fund for the establishment of district best practices models of the Salary Career Ladder Program, in accordance with s. 1012.231, F.S., during the 2003-2004 school year.</p> <p>The Commissioner of Education selected the school districts of Broward, Hillsborough, Pasco and Sumter counties to participate in the pilot program.</p> <p>The pilot school districts must meet these qualifications:</p> <ul style="list-style-type: none"> • The school board must adopt in an open meeting, new, permanently established positions which reflect the 4 salary career ladder positions established by law. • The school board must agree to reach consensus with the Commissioner of Education regarding a developmental model by December 31, 2003, and begin trial implementation in all of the district's schools beginning January, 2004. • The school board must adopt in an open meeting, a plan for principal leadership designation based on student performance, school grade, and teacher retention as prescribed by State Board of Education rules. (s. 1012.987, F.S.) • The bargaining agent representative must submit to the school board for verification, an agreement to each of the established career ladder positions, with salary levels to follow.
4. How is the Teacher Salary Career Ladder funded?	<p>In 2003-2004, \$25 million was provided to pilot the teacher salary career ladder. No funding was provided in 2004-2005.</p> <p>However, if a district has met class size reduction requirements, the district is directed to use the class size</p>

	reduction operating categorical funds for implementing the teacher salary career ladder or increasing teacher's salaries.
5. What are the applicable statutes and rules?	<p>Section 1011.685, F.S. -- Class size reduction; operating categorical fund.</p> <p>Section 1012.231, F.S. -- BEST Florida Teaching Salary Career Ladder Program.</p> <p>Section 1012.987, F.S. -- Education Leadership Development.</p> <p>2003 General Appropriations Act , Line Item 64A, Better Education Students and Teachers (BEST).</p>
6. Where can I get additional information?	<p>Florida Department of Education Bureau of Educator Recruitment, Development and Retention (850) 245-0435</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

Merit Pay for Teachers

Fact Sheet

January 2005

<p>1. What is merit pay for teachers?</p>	<p>"Merit pay is an approach to rewarding exemplary teachers by paying them higher salaries based on their performance or the performance of their students . . . Some school districts have combined merit pay with other factors--such as additional planning time, training, flexible assignments, and changes in working conditions or environments--and they report that the distinctions have helped them retain high-quality teachers."</p> <p>-- <i>The Language of Learning: A Guide To Education Terms.</i> by J. McBrien and R. Brandt. Alexandria, VA: Association for Supervision and Curriculum Development.</p>
<p>2. Does Florida have a merit pay system?</p>	<p>Yes. The 1997 Legislature required school boards to "base a portion of each employee's compensation on performance." (Ch. 97-212, L.O.F.) In addition, each superintendent must recommend a salary schedule for instructional personnel, which bases a portion of each employee's compensation on performance.</p> <p>In the 1999 Legislative Session, the Legislature passed the A+ Education Plan (Ch. 99-398, L.O.F.) that contained provisions for improving the quality of teachers, administrators, and supervisory personnel. As a result, each superintendent must establish procedures for assessing the performance of duties and responsibilities of all teachers, administrators, and supervisory personnel.</p> <p>Current law requires the assessment procedure for classroom teachers and school administrators to be primarily based on the performance of students assigned to their classrooms or schools, as appropriate. The assessment must be based upon sound educational principles and contemporary research in effective educational practices. The assessment must primarily use data and indicators of improvement in student performance assessed annually by the Florida Comprehensive Assessment Test (FCAT) and may consider results of peer reviews in evaluating the employee's performance. Student performance must be measured by the FCAT and by local assessments for those subjects and grade levels not measured by the FCAT. (Refer to the Florida Comprehensive Assessment Test Fact Sheet.)</p>

Merit Pay for Teachers

	<p>The assessment criteria for classroom teachers and school administrators must include, but are not limited to, indicators that relate to the following:</p> <ul style="list-style-type: none"> • Performance of students. • Ability to maintain appropriate discipline. • Knowledge of subject matter. • Ability to plan and deliver instruction. • Ability to evaluate instructional needs. • Ability to establish and maintain a positive collaborative relationship with students' families in order to increase student achievement. • Other professional competencies, responsibilities, and requirements as established by the State Board of Education and the local school board.
3. Are classroom teachers and school administrators eligible for merit pay?	Yes. Pursuant to current law, classroom teachers and school administrators who demonstrate outstanding performance, as measured by the student achievement criteria listed in Question 2, are eligible to receive a bonus equal to 5% of their individual, negotiated salary.
4. Are classroom teachers and school administrators still able to negotiate their individual salaries?	Yes. Although current law requires each school board to adopt a performance-pay policy for classroom teachers and school administrators, this policy is still subject to negotiation and does not prevent the negotiation of individual salaries. However, the policy must allow classroom teachers and school administrators who demonstrate outstanding performance to receive a bonus equal to 5% of their individual, negotiated salary.
5. Do parents and teachers have input in the development of a salary schedule?	Yes. Section 1012.22(1)(c), F.S., requires each school board to adopt a salary schedule for personnel. The law requires the school board to seek input from parents, teachers, and representatives of the business community when developing the salary schedule.
6. Is the State doing something innovative to monetarily reward outstanding classroom teachers?	Yes. The 2003 Legislature created the Salary Career Ladder for classroom teachers that provides financial rewards for high-performing teachers instead of rewarding teachers solely on the basis of their longevity. (Refer to the Salary Career Ladder for Classroom Teachers Fact Sheet.)
7. What are the applicable statutes and rules?	<p>Section 1011.60(4), F.S. -- Salary schedule.</p> <p>Section 1012.22 (1)(c), F.S. -- Compensation and salary schedules.</p> <p>Section 1012.231(1), F.S. -- Salary Career Ladder for Classroom Teachers.</p> <p>Section 1012.27(2), F.S. -- Compensation and salary schedules.</p>

Merit Pay for Teachers

	Section 1012.34, F.S. -- Assessment procedures and criteria.
8. Where can I get additional information?	Florida Department of Education Division of K-12 Public Schools (850) 245-0509 Florida House of Representatives Education Council (850) 488-7451



Education Council

Dale Hickam Excellent Teaching Program

Fact Sheet

January 2005

1. What is the Dale Hickam Excellent Teaching Program?

The Dale Hickam Excellent Teaching program provides incentives for classroom teachers to seek national certification through the National Board for Professional Teaching Standards (NBPTS). The Excellent Teaching Program provides a fee subsidy of 90% of the NBPTS fee, \$2,300 as of October 2003, for Florida teachers who seek NBPTS certification. Additionally, a one-time portfolio preparation fee of \$150 is also paid. Florida teachers who receive NBPTS certification are eligible to receive an annual bonus of 10% of the prior fiscal year's statewide average salary for classroom teachers, approximately \$3,800 for every year of the life of the certification (10 years), provided that they remain classroom teachers. An additional 10% bonus can be earned for NBPTS certified teachers who provide the equivalent of 12 work days of mentoring and related services to Florida public school teachers who do not hold NBPTS certification.

Total appropriations for this program are:

School Year	Appropriation
1998-1999	\$12 million
1999-2000	\$14 million
2000-2001	\$19 million
2001-2002	\$31.4 million
2002-2003	\$48.7 million
2003-2004	\$69.5 million
2004-2005	\$67.7 million

2. What is the teacher's responsibility in the program?

A teacher for whom the state pays the certification fee and who does not complete the program or does not teach in a public school in Florida for at least one year after completing the certification must repay the fee to the state. A teacher who completes the program but fails to be awarded NBPTS certification does not have to repay the state.

3. What local incentives are offered to teachers who pursue and earn National Board Certification?

Currently, seventeen district school boards offer incentives for teachers to become National Board Certified. Some district school boards provide candidates for NBPTS certification with professional leave days for portfolio preparation, payment for the retake of one exercise, and

Dale Hickam Excellent Teaching Program

	access to laptop computers and video equipment. District school boards compensate NBPTS certified teachers with annual bonuses, stipends, and supplements. In addition, district school boards grant a range of from 30 to 120 inservice points toward state recertification to NBPTS teachers.																									
4. What is the National Board for Professional Teaching Standards (NBPTS)?	<p>The NBPTS was established in 1987 as a nonpartisan, independent not-for-profit organization with the goals of setting high, rigorous, and detailed standards of what accomplished teachers should know. These standards represent 27 certification fields. Candidates must possess a baccalaureate degree, hold a valid state teaching license, and have accomplished three years of successful teaching.</p> <p>Candidates for National Board certification are subject to a portfolio review and a two-part assessment based on standards and teaching. NBPTS estimates that certification takes approximately one year to complete. The portfolio review includes students' work and videotapes of the classroom teacher providing classroom instruction. Candidates are measured by a peer group of classroom teachers.</p>																									
5. How much interest have teachers shown in the Excellent Teaching Program?	<p>Since 1999, the figures are as follows:</p> <table><tr><td></td><td>1999-00</td><td>2000-01</td><td>2001-02</td><td>2002-03</td></tr><tr><td># Applicants</td><td>1455</td><td>2421</td><td>2619</td><td>2405</td></tr><tr><td># Withdrawals</td><td>354</td><td>486</td><td>754</td><td>730</td></tr><tr><td>Total Participants</td><td>1101</td><td>1935</td><td>1865</td><td>1675</td></tr><tr><td># Earning NBPTS certification</td><td>700</td><td>992</td><td>1243</td><td>1448</td></tr></table> <p>According to the NBPTS, the national certification process has an average pass rate of 50%. However, since that percentage was calculated, the NBPTS now allows teachers who do not pass a portion of the exam to retake just that portion; before, teachers had to re-enroll in the entire program if they did not pass any portion of the exam. This policy change will increase the number of teachers who pass the exam.</p>		1999-00	2000-01	2001-02	2002-03	# Applicants	1455	2421	2619	2405	# Withdrawals	354	486	754	730	Total Participants	1101	1935	1865	1675	# Earning NBPTS certification	700	992	1243	1448
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6. How does NBPTS certification affect Florida's state certification process?	Teachers who are NBPTS-certified and hold a valid certification in another state and meet Florida's eligibility and criteria and background and fingerprint check requirements, qualify for a professional certificate in Florida. A certified NBPTS teacher is deemed to meet state renewal requirements for the life of the teacher's NBPTS certificate.																									

Dale Hickam Excellent Teaching Program

7. What teachers are eligible?	All public school teachers in Florida school districts are eligible, including teachers at the Florida School for the Deaf and the Blind.
8. What are the applicable statutes and rules?	Section 1010.72, F.S. -- Dale Hickam Excellent Teaching Program Trust Fund Section 1012.56, F.S. -- Florida educator certification requirements Section 1012.585, F.S. -- Process for renewal of professional certificate Section 1012.72, F.S. -- Dale Hickam Excellent Teaching Program
9. Where can I get additional information?	Florida Department of Education Bureau of Educator Recruitment, Development and Retention (850) 245-0554 www.firn.edu/doe/etp/ The National Board for Professional Teaching Standards 1525 Wilson Blvd., Suite 500 Arlington, VA 22209 1-800-22-TEACH or (703) 465-2700 www.nbpts.org Florida House of Representatives Education Council (850) 488-7451



Education Council

Teacher Liability Insurance

Fact Sheet

January 2005

1. What does educator professional liability insurance cover?	Educator professional liability insurance protects an insured from having to pay monetary damages or the cost of defense of actions resulting from claims arising out of occurrences in the course of activities in his or her professional capacity.
2. Who is eligible to be covered by the educator professional liability insurance policies?	All full and part-time instructional personnel and all administrative personnel are eligible to be covered by the educator professional liability insurance policies. "Instructional personnel" is defined in s. 1012.01(2), F.S., and includes classroom teachers, pupil personnel services, librarians/media specialists, instructional paraprofessionals, and other instructional staff. "Administrative personnel" is defined in s. 1012.01(3), F.S., and includes district-based instructional and noninstructional administrators and school administrators.
3. How much does the insurance cost?	The insurance is free to all full-time instructional personnel. Part-time instructional personnel and all administrative personnel may purchase the insurance at an annual cost estimated to be between \$3.50 and \$10.50 per policy. However, since the program's inception, the funds appropriated by the Legislature have been sufficient to provide free coverage to all teachers and administrative personnel.
4. What are the liability limits in the policies?	The insurance covers money damages and the cost of defending any lawsuit made against the teacher resulting from their activities as a Florida educator. The insurance policy provides up to \$3,000,000, in the aggregate. For each teacher, the insurance provides: <ul style="list-style-type: none">• Up to \$2,000,000 per incident.• Up to \$2,000 for bail bond.• Up to \$500 per claim for assault related to personal property damage.
5. When did the coverage start?	The coverage became available at the beginning of the 2001-2002 school year. The Department of Education and the Department of Management Services administer the program and ensure that the company providing the insurance is selected by a competitive process.

Teacher Liability Insurance

6. How many teachers are covered?	In 2004-2005, <u>all</u> instructional personnel will be covered.
7. How does this insurance coverage affect teachers who already have liability insurance through their teacher's union?	The liability insurance coverage is separate and apart from any other liability coverage carried by the district or other organization. Since some of the dues paid to teacher organizations are used to pay for duplicative liability coverage, it may be possible for a teacher to reduce the amount of dues paid by opting out of the liability coverage offered by the organization. If a district has paid for the coverage in the past, the district funds for that premium can now be used for other priorities.
8. What are the applicable statutes and rules?	Section 1012.01(2), F.S. -- Definition of instructional personnel Section 1012.01(3), F.S. -- Definition of administrative personnel Section 1012.74, F.S. -- Florida educators professional liability insurance protection.
9. Where can I get additional information?	Florida Department of Education Bureau of Educator Recruitment, Development and Retention (850) 245-0435 www.firn.edu/doc/cefo/insurance.htm Department of Management Services Division of State Purchasing (850) 488-7516 Florida House of Representatives Education Council (850) 488-7451



Education Council

Barry Grunow Act

Fact Sheet

January 2005

1. What is the Barry Grunow Act?	<p>The Barry Grunow Act (Act) provides designated benefits for any Florida teacher or school-based administrator who is killed while engaged in the performance of teaching or school administrator duties. The Act provides four benefits:</p> <ol style="list-style-type: none">(1) \$75,000 to the beneficiary or heirs of a decedent teacher or administrator;(2) \$1,000 to be paid toward the funeral and burial expenses of such teacher or administrator;(3) Payment of health insurance premiums for the spouse and dependent children of the decedent teacher or administrator; and(4) Waiver of any state matriculation and tuition fees for the teacher's or administrator's dependent children admitted to a publicly funded vocational-technical school, community college, or university.
2. Who was Barry Grunow?	<p>Barry Grunow was a Lake Worth, Florida Middle School teacher who was shot and killed by a student just outside his classroom on the last day of school, May 26, 2000.</p>
3. Who is eligible for these benefits?	<p>Any individual in a position defined as instructional personnel under s. 1012.01, F.S., is eligible. Instructional personnel include classroom teachers, guidance counselors, school psychologists, librarians, or teacher aides. In addition, school-based (as opposed to those based at the district or elsewhere) administrators are eligible.</p>
4. Under what circumstances are benefits triggered?	<p>The benefits in the bill are triggered when a teacher or school-based administrator is killed as a result of an unlawful and intentional act, provided that it was an act of violence inflicted by another person and that it occurs while the teacher or administrator is engaged in his or her teaching or school administrative duties, or because he or she is a teacher or school administrator.</p> <p>In other words, the Act covers any "on the job" intentional killing, or any killing while not on the job, if the killing is BECAUSE the person is a teacher or school administrator.</p>

Barry Grunow Act

<p>5. Prior to the enactment of the Barry Grunow Act, what special death benefits were available for the spouse of a teacher killed in the line of duty?</p>	<p>The spouse of <i>any</i> member of the Florida Retirement System, in which teachers participate, killed in the line of duty is paid one-half the salary of the deceased, or the member's current retirement benefit for life, whichever he or she chooses. The special death benefits provided in the Barry Grunow Act are in addition to these Florida Retirement System benefits.</p>
<p>6. How much funding has been provided?</p>	<p>\$165,000 is provided in the 2004-2005 General Appropriations Act \$165,000 was provided in the 2003-2004 General Appropriations Act \$165,000 was provided in the 2002-2003 General Appropriations Act</p>
<p>7. What are the applicable statutes and rules?</p>	<p>Section 112.1915, F.S. -- Teacher and school administrators death benefits.</p> <p>2004-2005 General Appropriations Act, Specific Appropriation 102 2003-2004 General Appropriations Act, Specific Appropriation 76 2002-2003 General Appropriations Act, Specific Appropriation 125</p>
<p>8. Where can I get additional information?</p>	<p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

School Administrator Sick Leave

Fact Sheet

January 2005

1. What is sick leave?	The school district superintendent may grant any person employed on a full-time basis at a public school who is unable to perform his or her duties on account of personal sickness, accident, extended illness, or illness or death of an employee's parent, sibling, spouse, child, close relative, or member of household leave of absence in the form of sick leave.
2. How is sick leave earned?	<p>Full-time administrators are entitled to four days of sick leave at the end of the first month of their contractual year, and thereafter will earn 1 day of sick leave for every month of employment.</p> <p>Full-time administrators are not allowed to earn more than one day of sick leave for every month of employment in a single year.</p>
3. Can administrators transfer their sick leave to another school district?	Yes. A full-time administrator can carry over his or her sick leave when moving to another school district.
4. Can a school administrator's sick leave be used by a family member?	<p>Yes. Each school district must provide a policy under which a district employee may authorize his or her spouse, child, parent, or sibling who is also a district employee to use sick leave that has accrued to the authorizing employee.</p> <p>The school board must provide that the recipient may not use the donated sick leave until all of his or her sick leave has been depleted, excluding sick leave from a sick leave pool, if the recipient participates in a sick leave pool. Donated sick leave under this provision has no terminal value.</p>
5. How much sick leave may an administrator accumulate?	There is <u>no limit</u> on how much sick leave an administrator may accumulate.
6. May an administrator receive an annual payment for accumulated sick leave?	Yes. Administrators are treated no differently than instructional staff or education support employees and may receive, as permitted by district school board rule, an annual payment for accumulated sick leave earned in a given school year based on the daily rate of pay of the administrator multiplied by up to 80%.
7. What is terminal pay for	Terminal pay is payment given for unused accumulated sick leave at termination of employment. If termination of

School Administrator Sick Leave

sick leave?	employment is through death of the employee, payment must be made to the employee's beneficiary.
8. May school boards provide school administrators with terminal pay for accumulated sick leave?	Yes. A district school board may adopt policies to provide terminal pay to administrators. For purposes of computing the amount of terminal pay for accumulated sick leave, sick leave accrued after June 30, 2004 is compensated at no more than the daily rate of pay applicable at the time the sick leave was earned.
9. What are the applicable statutes and rules?	Section 1012.61, F.S. -- Sick leave
10. Where can I get additional information?	Florida House of Representatives Committee on State Administration (850) 488-4863 Florida House of Representatives Education Council (850) 488-7451

PUBLIC SCHOOLS
High School Issues



Education Council

High School Graduation Requirements

Fact Sheet

January 2005

1. What are the current high school graduation requirements?

In order to receive a standard high school diploma, a student must earn a passing score on the reading, writing, and mathematics components of the 10th grade Florida Comprehensive Assessment Test (**Refer to the Florida Comprehensive Assessment Test Fact Sheet.**), earn the requisite cumulative grade point average (GPA) in courses required for graduation, and successfully complete academic credits that meet certain curricular requirements. The options for completing the academic credits are:

- the traditional 4-year, 24 credit graduation option
- a 3-year, 18 credit college preparatory program, or
- a 3-year, 18 credit career preparatory program.

2. What are the academic credit requirements for each high school graduation option?

The statutory requirements for each option are as follows:

	4-Year High School Graduation Option	3-Year College Preparatory Option	3-Year Career Preparatory Option
Required credits	24	18	18
District authority to require additional credits	Yes	No	No
Required GPA	2.0	3.0	3.0
Minimum grade in each course to receive credit toward graduation	"D"	"B", weighted or unweighted	"C", weighted or unweighted
Credits required in advanced courses like honors, dual enrollment, AP, etc.	0	6	0
Math credits	3; 1 must be at Algebra I or higher level, or be a series of courses equivalent to Algebra I	3 at Algebra I or higher level and be from a course list that qualifies for state university admission	3; 1 must be at Algebra I level

High School Graduation Requirements

		4-Year High School Graduation Option	3-Year College Preparatory Option	3-Year Career Preparatory Option
	English credits	4, with major concentration in literature & composition	4, with major concentration in literature & composition	4, with major concentration in literature & composition
	Natural science credits	3; 2 must have laboratory component, but SBE may waive this requirement	3; 2 must have a laboratory component	3; 2 must have a laboratory component
	Social Science credits	3; 1 in American history, 1 in world history, $\frac{1}{2}$ in economics, and $\frac{1}{2}$ in American government	3; 1 in American history, 1 in world history, $\frac{1}{2}$ in economics, and $\frac{1}{2}$ in American government	3; 1 in American history, 1 in world history, $\frac{1}{2}$ in economics, and $\frac{1}{2}$ in American government
	Foreign language credits	None required; can be pursued as an elective	2 in same foreign language	None required, can be pursued as an elective
	Practical Arts/ Career Education/ Performing Fine Arts credits	1	None required; can be pursued as an elective	3 in a single career education program; 3 in career and technical certificate dual enrollment courses; or 5 credits in career education programs
	Life Management Skills credits	One-half	None required; can be pursued as an elective	None required; can be pursued as an elective

High School Graduation Requirements

		4-Year High School Graduation Option	3-Year College Preparatory Option	3-Year Career Preparatory Option
	Physical Education **	1	None required; can be pursued as an elective	None required; can be pursued as an elective
	Electives	8 $\frac{1}{2}$	3	0-2 (dependent upon the number of career education credits earned)
	Anticipated time to completion	4 years	3 years	3 years
<p>**Refer to the Physical Education Requirements Fact Sheet</p> <p>The requirements in the chart are for the 2004-2005 school year. Any student enrolling in an accelerated graduation option before July 1, 2004, may continue under the provisions in place when the student chose the accelerated graduation option set forth in s. 1003.429, F.S. (2003).</p>				
3. Can a district school board choose to increase graduation requirements?	<p>With regard to the traditional 4-year, 24-credit graduation option pursuant to s. 1003.43, F.S., the district school boards are authorized to establish GPA or academic credit requirements for graduation in excess of the minimum requirements set forth in statute.</p> <p>With regard to the accelerated 3-year, 18 credit school graduation options pursuant to s. 1003.429, F.S., the district school boards are expressly prohibited from imposing requirements in addition to those set forth in statute.</p>			
4. How do the credit requirements for each graduation option compare?	<p>Although the new 18-credit standard college preparatory and career preparatory options require fewer total credits for completion, these options are actually more academically rigorous than the traditional 24-credit option. For example, the new college preparatory option requires completion of two years in the same foreign language. The traditional 24-credit option does not contain a foreign language requirement, even though almost every university in the country requires it as a condition for admission. The mathematics and science requirements are also less rigorous under the traditional 24-credit option.</p> <p>The number of credits within the college preparatory program aligns with the minimum standards for admission to a state university, while the career preparatory requirements are aimed toward entrance into a technical center or community college for career preparation.</p>			

High School Graduation Requirements

<p>5. Who is eligible to enroll in an accelerated graduation option?</p>	<p>To be eligible to choose an accelerated graduation option a student shall:</p> <ul style="list-style-type: none"> • Attain an FCAT reading, math, and writing score of 3 or more on the most recent assessments taken; and • Submit a signed parental consent to enroll in the accelerated graduation option to the principal and guidance counselor.
<p>6. Who determines which high school graduation option the student will pursue?</p>	<p>Each year, district school boards must provide students in grades 6-9 and their parents with information concerning each of the three high school graduation options, including curricula and timeframes for completion. It is then the exclusive prerogative of the student and parent to determine which option for high school graduation best prepares the student for his or her postsecondary education or career plan. However, school personnel are required to meet with the student and the student's parent to give an explanation of the relative requirements, advantages, and disadvantages of each graduation option.</p> <p>Students and parents should probably make an initial selection during the student's eighth grade year, prior to the beginning of the student's first year of high school. If the student and parent fail to make a selection by the end of grade 9, then the default selection is for the traditional 4-year graduation option. The deadline is extended to halfway through grade 10 for a student transferring from a private or out-of-state school or who was prevented from choosing a graduation option due to illness during grade 9.</p> <p>If the student selects a 3-year graduation option, he or she may change to the 4-year graduation option at any time.</p>
<p>7. Are students who pursue a 3-year high school graduation option eligible to earn a Bright Futures Scholarship?</p>	<p>Yes. The new acceleration options for graduation align with the appropriate course requirements for earning a Florida Bright Futures Scholarship. A student's choice of high school graduation options should not affect the student's ability to earn a Bright Futures Scholarship (Refer to the Bright Futures Scholarship Program Fact Sheet.)</p>
<p>8. What is the difference between accelerated high school graduation and acceleration mechanisms?</p>	<p>Although the accelerated graduation options found provide an additional way for students to shorten the time necessary to complete the requirements of a high school diploma, the options differ from the articulated acceleration mechanisms articulated in s. 1007.27, F.S. in that the accelerated high school graduation options do not necessarily encompass a postsecondary component. Nonetheless, students choosing to pursue an accelerated high school graduation option may simultaneously pursue acceleration mechanisms (Refer to the Articulated Acceleration Mechanisms Fact Sheet.)</p>

High School Graduation Requirements

9. What are the applicable statutes?	Section 1003.429, F.S. -- Accelerated graduation options. Section 1003.43, F.S. -- General requirements for high school graduation. Section 1007.27, F.S. -- Articulated acceleration mechanisms. Section 1008.22, F.S. -- FCAT Graduation Requirements.
10. Where can I get additional information?	Florida Department of Education Bureau of Exceptional Education and Student Services (850)245-0479 Department of Education's technical assistance materials: www.firn.edu/doe/commhome/newgrad/newgrad.htm Florida Department of Education's "Counseling for Future Education" Handbook www.facts.org Financial aid website: www.FloridaStudentFinancial.org Florida House of Representatives Education Council (850) 488-7451



<p>1. What responsibilities do district school boards have related to physical education?</p>	<p>The 2004 Legislature required districts to develop a physical education program stressing physical fitness and encouraging healthy, active lifestyles. Physical education is to consist of physical activities that are sufficient to provide a significant health benefit to students. Each district has until December 1, 2004, to adopt a written physical education policy that details the district's physical education program and expected program outcomes.</p> <p>By requiring a physical education policy the Legislature did not mandate a specific amount of physical education; however, if a district fails to adopt a physical education policy by December 1, 2004, then the district must implement a mandatory physical education program for kindergarten through grade 5 that provides students with 30 minutes of physical education per day, 3 days per week.</p>
<p>2. What are the physical education requirements for high school graduation and how may the requirements be met?</p>	<p>Section 1003.43(1)(j), F.S., requires that one of the 24 required credits for high school graduation be in physical education. Students enrolled in one of the accelerated graduation options pursuant to s. 1003.429, F.S., are not required to earn a credit in physical education (Refer to the High School Graduation Requirements Fact Sheet).</p> <p>The one credit physical education requirement may be satisfied by:</p> <ul style="list-style-type: none">• Taking the personal fitness course and any other one-half credit physical education course;• Taking one credit in an adaptive physical education course pursuant to an IEP or 504 plan for any student unable to be assigned to a personal fitness course pursuant to physical education guidelines in the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.• Participating in an interscholastic sport at the junior varsity or varsity level, for two full seasons, and obtaining a passing score of "C" or better on a competency test on personal fitness (such students must take the competency test developed by the Department of Education); or• Completing one semester with a grade of "C" or better in a marching band class or in a physical activity class that requires participation in marching band activities as an

Physical Education Requirements

	<p>extracurricular activity and taking the one-half credit personal fitness course or, if appropriate, an adaptive physical education course.</p> <ul style="list-style-type: none"> • Completing one semester with a grade of "C" or better in a Reserve Officer Training Corps (R.O.T.C.) class with a significant component in drill and taking the one-half credit personal fitness course or, if appropriate, an adaptive physical education course. <p>A school board may not require that the one credit in physical education be taken during the 9th grade year.</p>
<p>3. Which sports satisfy the one credit physical education requirement?</p>	<p>According to the Department of Education (DOE), the interscholastic sports that meet this option are generally in those categories approved by the Florida High School Athletic Association (FHSAA). According to FHSAA, interscholastic sports include: baseball, basketball, football, soccer, swimming and diving, track and field, weight lifting, cross country, golf, softball, tennis, volleyball, and wrestling. The sport must be offered by the high school, not by a civic or community organization; for example, Little League baseball or a local community swim team could not be used to satisfy the physical education credit requirement.</p> <p>In cases where school districts provide organized interscholastic competition in sports other than those governed by the FHSAA, the school board may designate these sports as meeting the requirement if the sport:</p> <ul style="list-style-type: none"> • involves physical exercise and has a set form and body of rules (a game). • includes competition between or among schools. • is conducted at the junior varsity or varsity levels. • is conducted for a full season. • is under the supervision of a head coach who is a certified teacher and employed by the local school board. <p>A student may participate in more than one sport to meet the requirement. For example, a student who participates in football in the fall and baseball in the spring meets the two full seasons of participation requirement.</p> <p>Students electing to satisfy their physical education requirements by playing an interscholastic sport do not earn a credit toward graduation for participation and must complete an additional credit in an elective course to meet the 24 credits required by the state for graduation.</p>

Physical Education Requirements

	Each school district must determine if a student has met the interscholastic requirement and must document the eligibility of each student to take the personal fitness competency test.
4. Who prepares the Competency Test on Personal Fitness?	Current law, s. 1003.43(1)(j), F.S., requires the DOE to develop the competency test on physical fitness. In April 2000, the DOE completed and distributed the competency test on physical fitness to the school districts.
5. What is the competency test and what is it designed to do?	<p>The competency test developed by the DOE consists of 87 items (75 multiple-choice items, and 12 short-answer items). The competency test is designed to assess student mastery of the content of a physical education course. The test is organized around 12 skills that cover 17 benchmarks in three of the Sunshine State Standards for physical education. The 12 required skills are:</p> <ul style="list-style-type: none"> • apply knowledge of safety practices to participation in activities that promote physical fitness. • demonstrate understanding of the components of physical fitness. • apply knowledge of technology to facilitate personal fitness; • demonstrate understanding of health problems associated with inadequate fitness levels. • evaluate and select physical activities according to fitness values. • design and implement a fitness program that meets individual needs and interests. • demonstrate understanding of correct biomedical and physiological principles related to exercise and training. • exhibit an improved level of health-related fitness. • describe the relationship of individual lifestyle to personal fitness and wellness. • demonstrate understanding of sound nutritional practices related to physical fitness. • demonstrate understanding of consumer issues related to physical fitness. • demonstrate understanding of the benefits derived from participation in physical fitness activities .
6. What requirements must be met by students who choose the marching band option?	<p>Students electing to fulfill the physical education requirement through the marching band option must be enrolled in:</p> <ul style="list-style-type: none"> • An official band course and regularly practice and perform marching activities during a full marching band season as part of the class or as an extracurricular activity; or • A physical activity class that addresses such activities as eurythmics, flag corps, dance corps and regular practice and performance in marching band activities as an

Physical Education Requirements

	<p>extracurricular activity for a full marching band season.</p> <p>Marching band students are not required to pass the personal fitness competency test to meet the one-half credit requirement.</p> <p>The marching band option <i>may not be used in combination with participation in an interscholastic sport for only one season</i> in order to exempt the full credit physical education requirement.</p>
7. What requirements must be met by students who choose the R.O.T.C. option?	<p>Students electing to fulfill the physical education requirement through the R.O.T.C. option must be enrolled in an R.O.T.C. class with a significant component in drills.</p> <p>R.O.T.C. students are not required to pass the personal fitness competency test to meet the one-half credit requirement.</p> <p>The R.O.T.C. option <i>may not be used in combination with participation in an interscholastic sport for only one season</i> in order to exempt the full credit physical education requirement.</p>
8. What is the history of physical education requirements in Florida public high schools?	<p>Before 1997, the physical education graduation requirement was "one-half credit of physical education to include assessment, improvement, and maintenance of personal fitness." At that time, the physical education requirement could only be satisfied by taking a physical education course.</p> <p>In 1997, the Legislature passed legislation (Ch. 97-2, L.O.F.) to allow students to take a physical education course or participate in an interscholastic sport at the freshman, junior-varsity, or varsity level, for a full season, to satisfy the one-half credit physical education requirement for graduation. This legislation originated from the idea that students who participate in interscholastic sports work as hard as students who take a physical education course; therefore, they should receive P.E. credit for participation in interscholastic sports.</p> <p>The 1998 Legislature increased the physical education requirement for graduation from one-half to one full credit. Since the graduation requirement increased, the sports participation requirement also increased.</p> <p>Legislation passed by the 2002 Legislature, in Ch. 2002-387, L.O.F., provides that completion, with a grade of "C" or better, of one semester in a marching band class or in a physical activity class may satisfy one-half of the one-credit graduation requirement in physical education.</p>

Physical Education Requirements

	<p>In 2003, the Legislature provided that one-half of the physical education graduation requirement may be met by participation in an R.O.T.C. class with a significant component of drill if a grade of <i>C</i> or better is earned.</p>
9. What are the applicable statutes and rules?	<p>Section 1003.43(1)(j), F.S. -- General requirements for high school graduation.</p> <p>Section 1003.455, F.S. -- Physical education; assessment.</p>
10. Where can I get additional information?	<p>Florida Department of Education Coordinated School Health Program Office (850) 245-0480 www.fldoe.org (Graduation Requirements)</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

High School Grading Scale

Fact Sheet

January 2005

<p>1. Does Florida have a statewide grading scale for all public high schools?</p>	<p>Yes. In 1987, the Legislature instituted a statewide grading scale for all public high schools. The current high school grading scale is as follows:</p> <ul style="list-style-type: none"> • Grade "A" equals 90% through 100%, has a grade point average value of 4, and is defined as "outstanding progress." • Grade "B" equals 80% through 89%, has a grade point average value of 3, and is defined as "above average progress." • Grade "C" equals 70% through 79%, has a grade point average value of 2, and is defined as "average progress." • Grade "D" equals 60% through 69%, has a grade point average value of 1, and is defined as "lowest acceptable progress." • Grade "F" equals 0% through 59%, has a grade point average value of zero, and is defined as "failure." • Grade "I" equals 0%, has a grade point average value of zero, and is defined as "incomplete."
<p>2. Why did the Legislature establish a statewide grading scale?</p>	<p>Prior to the creation of the statewide scale, school district "X" could set the grade of "A" as equivalent to 90% to 100%, while school district "Y" might set it as equivalent to 94% to 100%. This created a perception that students in school district "X" had an unfair advantage over students in school district "Y" in seeking awards, gaining college admission, and participating in sports. The legislation was intended to remedy a perception of unfairness.</p>
<p>3. Has the Florida public high school grading scale changed since its inception?</p>	<p>Yes. The original 1987 grading scale was as follows:</p> <ul style="list-style-type: none"> • Grade "A" equals 94% through 100% • Grade "B" equals 85% through 93% • Grade "C" equals 75% through 84% • Grade "D" equals 65% through 74% • Grade "F" equals 0% through 64% • Grade "I" equals 0% <p>(Ch. 87-329, L.O.F.).</p> <p>In 1997, the Legislature raised the minimum for a "C" grade from 75% to 77%, the maximum for a "D" grade from 74% to 76%, and the maximum for a "F" grade from 64% to 69% (Ch. 97-2, L.O.F.). The 2001 Legislature established the current</p>

	<p>grading scale that provides a spread of 10 percentage points for each letter grade (Ch. 2001-237 L.O.F.).</p> <p>The motivation for the most recent change in the grading scale was to bring the public high school grading scale in line with the grading scale used by most universities and colleges in Florida and in other states in order to ensure that Florida students have equitable opportunities to compete for admission to out-of-state programs and for scholarships.</p>
4. Can different weights be assigned to grades?	<p>Yes, under certain circumstances. In 1995, the Legislature amended the grading system to allow school districts to exercise a weighted grading system for the purpose of class ranking.</p> <p>Additionally, the 1998 Legislature required school districts to assign the same weights to grades in academic Dual Enrollment courses as honors and Advanced Placement (AP) courses. This legislation leveled the playing field between dual enrollment and AP courses by ensuring that students received equivalent weighted credit for more strenuous courses.</p> <p>Lastly, the 1998 Legislature authorized the Department of Education to assign weights to certain courses when evaluating high school transcripts for Bright Futures Scholarship eligibility. This legislation removed the potential that students were motivated to take "easy" courses to earn the grades required for a scholarship, rather than challenging courses that would better prepare them for college.</p>
5. What are the applicable statutes and rules?	<p>Section 1001.43(8), F.S. -- School board powers and duties regarding student assessment and affairs</p> <p>Section 1003.33, F.S. -- Report cards; end-of-the-year.</p> <p>Section 1003.437, F.S. -- High school grading system.</p> <p>Section 1007.271, F.S. -- Dual enrollment programs.</p>
6. Where can I get additional information?	<p>Florida Department of Education Bureau of School Improvement (850) 245-0423 www.fldoe.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

Articulated Acceleration Mechanisms

Fact Sheet

January 2005

1. What are articulated acceleration mechanisms?	<p>Articulated acceleration mechanisms allow both high school and postsecondary students to shorten the time necessary for the student to complete the requirements for a high school diploma or postsecondary degree, broaden the scope of courses available to students, or increase the depth of study available for a particular subject. Participation in articulated acceleration programs allows students to save time and money by earning academic credit that may apply toward postsecondary degree/certificate requirements. A variety of articulated acceleration mechanisms are available in Florida for secondary and postsecondary students attending public educational institutions: dual enrollment, advanced placement, early admission, credit by examination, the International Baccalaureate Program (IB) and the Advanced International Certificate of Education Program (AICE).</p> <p>(Refer to the Dual Enrollment Fact Sheet.)</p>
2. Who can participate?	<p>Public and nonpublic school students are eligible to participate in all articulated acceleration mechanism programs. Home education students may also participate in dual enrollment, early admission, and credit by examination. Postsecondary students may participate in the credit by examination program.</p>
3. What is early admission?	<p>Early admission is a form of dual enrollment where a student who is working towards a high school diploma enrolls full-time in a postsecondary institution in courses that are creditable towards both the high school diploma and the postsecondary degree.</p> <p>Career early admission is a form of dual enrollment where a student working towards a high school diploma enrolls full-time in a career center or community college in courses that are creditable toward a high school diploma and a certificate or associate degree. Participation in the career early admission program is limited to students who have completed a minimum of six semesters of full-time high school enrollment, including studies undertaken in the ninth grade.</p>
4. What is the Advanced Placement Program?	<p>The College Board's Advanced Placement (AP) program is a nationwide program consisting of over 30 college-level courses</p>

Articulated Acceleration Mechanisms

	and exams ranging from art to statistics which provides secondary students the opportunity to complete college-level studies during high school. To receive college credit for the course at a public postsecondary institution, students must score a minimum of three, on a five-point scale, on the corresponding Advanced Placement Examination. The Department of Education determines the specific courses for which students receive credit.
5. What is credit by examination?	Credit by examination is a mechanism through which secondary and postsecondary students generate postsecondary credit by receiving a specified minimum score on nationally standardized general or subject-area examinations. The examinations and scores required for awarding postsecondary credit are defined by the State Board of Education in the statewide articulation agreement. Community colleges and state universities may also award such credit based on student performance on examinations developed within and recognized by individual colleges and universities.
6. What is the International Baccalaureate Program?	The International Baccalaureate (IB) Diploma Program is a rigorous pre-university course of study leading to internationally standardized examinations. The program is designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of many different nations' education systems. The IB Program is offered through the International Baccalaureate Office (IBO), a nonprofit educational foundation based in Switzerland. The State Board of Education must specify the cutoff scores and the International Baccalaureate examinations that will be used to grant postsecondary credit at community colleges and universities. Students must be awarded a maximum of 30 semester credit hours. The specific courses for which students receive credit is determined by the Department of Education.
7. What is the Advanced International Certificate of Education Program?	The Advanced International Certificate of Education (AICE) program is an international curriculum and examination program modeled on the British pre-college curriculum and "A-level" exams. The program is administered by the University of Cambridge Local Examinations Syndicate. The State Board of Education must specify the cutoff scores and Advanced International Certificate of Education examinations that will be used to grant postsecondary credit at community colleges and universities. Students must be awarded a maximum of 30 semester credit hours. The community college or university that accepts the student for admission into the program must determine the specific course for which a student receives

Articulated Acceleration Mechanisms

<p>8. What are the advantages for students who participate in certain articulated acceleration programs?</p>	<p>credit.</p> <p>High school students enrolled in dual enrollment courses or participating in early admission programs are not required to pay registration, tuition or lab fees. In addition, instructional materials assigned for use within dual enrollment courses must be made available to dual enrollment students from public high schools free of charge. A community college may provide instructional materials at no cost to home education students or students from private schools participating in dual enrollment courses.</p> <p>Public school students are also exempt from the payment of any fees for the administration of an Advanced Placement (AP), Advanced International Certificate of Education Program (AICE), or International Baccalaureate (IB) examination whether or not the student achieves a passing score on the examination.</p> <p>Any student who earns nine or more credits from one or more acceleration mechanisms is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.</p> <p>Participation in postsecondary acceleration mechanisms can represent a considerable cost savings to the student and family.</p>
<p>9. Are financial incentives provided to school districts and teachers for offering acceleration mechanisms?</p>	<p>School districts that offer AP, IB, and AICE programs as well as the teachers that provide the instruction in these programs may be eligible for financial bonuses.</p> <p>AP district bonus: A district receives a value of .24 FTE (approximately \$881 per student) for each student in each advanced placement course who receives a score of 3 or higher on the AP examination, At least 80% of these additional funds must go to the high school offering the AP courses.</p> <p>AP teacher bonus: A \$50 bonus is paid to each classroom teacher who provides the AP instruction for each student who scores 3 or higher on the AP exam. An additional \$500 bonus is paid to each teacher who teaches an AP course at a "D" or "F" school and who has at least one student who achieves a score of 3 or higher on the AP exam regardless of the number of classes taught or the number of students scoring a 3 or higher on the AP examination.</p>

Articulated Acceleration Mechanisms

IB district bonus: A district receives a value of .24 FTE (approximately \$881 per student) for each student enrolled in an International Baccalaureate course who receives a score of 4 or higher on a subject examination. In addition, the district receives a value of 0.3 FTE for each student who receives an IB diploma (approximately \$1,101 per student).

IB teacher bonus: A \$50 bonus is paid to each classroom teacher who provides the IB instruction for each student who scores 4 or higher on the IB exam. An additional \$500 bonus is paid to each IB teacher at a "D" or "F" school who has at least one student who achieves a score of 4 or higher on an IB exam, regardless of the number of classes taught or of the number of students scoring a 4 or higher on the IB examination.

AICE district bonus: A district receives a value of .24 FTE (approximately \$881 per student) for each student enrolled in a full-credit AICE courses who receives a score of 2 or higher on a subject examination. A district receives a value of .12 FTE (approximately \$440 per student) for each student enrolled in a half-credit AICE course who receives a score of 1 or higher on a subject examination. In addition, the district receives a value of 0.3 FTE for each student who receives an AICE diploma (approximately \$1,101 per student).

AICE teacher bonus: Each classroom teacher who provides the AICE instruction is paid a \$50 bonus for each student who scores 2 or higher on the AICE exam in a full-credit AICE course. Each classroom teacher who provides the AICE instruction is paid a \$25 bonus for each student who scores 1 or higher on the AICE exam in a half-credit AICE course. Additional bonuses are paid to each AICE teacher at a "D" or "F" school who has at least one student who achieves a score of 2 or higher on the full-credit AICE exam (\$500 bonus) or a score of 1 or higher on the half-credit AICE exam (\$250 bonus), regardless of the number of classes taught or of the number of students achieving bonus-qualifying scores on the exams. However, the maximum additional bonus for teachers of half-credit AICE classes is limited to \$500 in any given school year. Teachers receiving a bonus associated with instruction in full-credit AICE classes are not eligible for the half-credit bonus.

Articulated Acceleration Mechanisms

	Teacher bonuses associated with AP, IB, or AICE classes are capped at \$2,000 in any given school year and are in addition to any regular wage or bonus the teacher received or is scheduled to receive.
10. What are the applicable statutes and rules?	<p>Section 1003.429, F.S. -- Accelerated high school graduation options.</p> <p>Section 1003.43, F.S. -- General requirements for high school graduation.</p> <p>Section 1007.235, F.S. -- District interinstitutional articulation agreements.</p> <p>Section 1007.27, F.S. -- Articulated acceleration mechanisms.</p> <p>Section 1007.271, F.S. -- Dual Enrollment Programs.</p> <p>Section 1007.272, F.S. -- Joint dual enrollment and advanced placement instruction.</p> <p>Section 1011.62(1)(l)(m) and (n), F.S. -- IB, AICE, and AP bonuses.</p> <p>Rule 6A-10.024(8), F.A.C. -- Articulation between universities, community colleges, and school districts</p> <p>Rule 6A-10.0315, F.A.C. -- College preparatory testing, placement, and instruction</p>
11. Where can I get additional information?	<p>Florida Department of Education publications:</p> <ul style="list-style-type: none"> • Course Code Directory • "Guidelines: Dual Enrollment and Interinstitutional Articulation Agreements" • "Information on Advanced Placement Programs" • Florida Counseling for Future Education Handbook <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council Dual Enrollment

Fact Sheet

January 2005

1. What is the dual enrollment program?	<p>The dual enrollment program is a type of acceleration mechanism that allows an eligible high school or home education student to enroll in a postsecondary course creditable toward a career certificate or an associate or baccalaureate degree. Upon completion of a dual enrollment course, the student simultaneously receives high school and college credit. (Refer to the Articulated Acceleration Mechanisms Fact Sheet.)</p> <p>Dual enrollment may serve to shorten the time and money necessary for a student to complete the requirements necessary for a secondary or postsecondary degree. The courses may be conducted during school hours, after school hours, and during the summer term.</p>
2. Who is eligible to enroll as a dual enrollment in a postsecondary course?	<p>An eligible secondary student is one who is enrolled in a Florida public secondary school or a Florida private secondary school that completes the annual private school survey, including fingerprinting requirements, and conducts a secondary curriculum that meets the statutory high school graduation requirements. Home education students who provide proof of enrollment in a home education program are also eligible to participate in dual enrollment.</p> <p>Students must demonstrate readiness for the coursework. The student must have a 3.0 GPA for college-level courses and a 2.0 GPA for career certificate courses. If enrolling in a college credit math or English course, students must demonstrate adequate pre-collegiate preparation on basic computation and communication skills assessment through the common placement examination. Exceptions to the required grade point averages may be granted if the educational entities agree. Although community colleges may establish additional admissions criteria, the additional requirements must not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating.</p>
3. How is the dual enrollment program coordinated between the secondary and postsecondary educational institutions?	<p>Community colleges and school districts are required, and state universities are encouraged, to jointly develop and implement an articulated acceleration program and agreement. All community colleges and several state universities have these agreements. Additionally, an independent college or university which is located and chartered in Florida, is not for profit, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools or the</p>

	<p>Accrediting Commission of the Association of Independent Colleges and Schools, and confers degrees is eligible for inclusion in the dual enrollment program. The articulated acceleration agreement must be completed before registration for the fall term and must include:</p> <ul style="list-style-type: none"> • Available dual enrollment courses and programs. • High school credits earned for completion of dual enrollment courses. • Student eligibility criteria. • Responsibilities regarding student screening, monitoring, cost criteria, and provision of student transportation. • Process for converting college credit hours to high school credits.
4. What level of credit is awarded for dual enrollment?	<p>The State Board of Education approves the list of dual enrollment courses that meet high school graduation requirements and the level of credit that must be awarded once the course has successfully been completed. Currently, dual enrollment four-credit (one semester) foreign language courses, as well as specific semester courses in the subject areas of mathematics and science, receive one full high school credit. For all other dual enrollment courses, six postsecondary semester credit hours equal one high school credit.</p> <p>School districts and community colleges must weigh college-level dual enrollment courses the same as honors courses and advanced placement courses when grade point averages are calculated. For purposes of calculating the grade point average for a Florida Bright Futures scholarship, additional weights are added for dual enrollment courses.</p>
5. What are the provisions for career and technical dual enrollments?	<p>Secondary students may use career dual enrollment as a curricular option to earn elective credits toward the high school diploma, while seeking a degree or certificate from a job-preparatory program. Although an area technical center or community college may provide a comprehensive academic and career dual enrollment program, it is not required to do so.</p>
6. How does a secondary student find out about dual enrollment?	<p>Each district school board must inform all secondary students of dual enrollment as an educational option and mechanism for acceleration. Students must be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. A DOE developed statement must be included to inform students, prior to enrollment in a dual enrollment course, of the potential for the dual enrollment course to articulate as an elective or a general education</p>

Dual Enrollment

	course into a postsecondary education certificate or degree program.
7. What is early admission?	Early admission is a form of dual enrollment for college-level or career coursework. Eligible secondary students enroll on a full-time basis in a postsecondary institution or an area technical center in courses that are creditable toward the high school diploma and the associate or baccalaureate degree or certificate. To participate, students must have completed 6 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade.
8. What are the provisions for joint dual enrollment and advanced placement instruction?	Advanced placement instruction may be conducted within dual enrollment courses. Such courses must be provided for in the interinstitutional articulation agreement and must integrate the course structure recommended by the College Board and the structure that corresponds to the common course number. The student may choose to receive postsecondary credit for dual enrollment <i>or</i> advanced placement, but not both.
9. What is the cost to the student?	Students are not required to pay registration, tuition, or lab fees for dual enrollment courses taken at a public university or community college. Instructional materials are available to dual enrollment students from Florida public high schools free of charge. Private school and home education students must be responsible for their instructional materials and transportation. A community college is not prohibited from providing instructional materials at no cost to a home education student or student from a private school. The exemption from payment of fees does not apply to students dually enrolled in an eligible independent postsecondary institution.
10. How is dual enrollment funded?	A dually enrolled student may be included in calculation of a full-time equivalent student membership for basic programs for grades 9 through 12 by a district school board. Such a student may also be calculated as the proportional share of full-time equivalent enrollment he or she generates for the community college or university conducting the dual enrollment instruction. Each student enrolled in a joint dual enrollment and advanced placement course may be funded through the dual enrollment <i>or</i> advanced placement formula, but not both.
11. What are the applicable statutes and rules?	Section 1003.43(1), F.S. -- Dual enrollment credits for high school graduation. Section 1003.436(1)(a), F.S. -- Dual enrollment credit, postsecondary and high school. Section 1007.22, F.S. -- Articulation; postsecondary institution coordination and collaboration. Section 1007.235, F.S. -- District interinstitutional

	<p>articulation agreements.</p> <p>Sections 1007.24, F.S. -- Statewide course numbering system.</p> <p>Section 1007.25, F.S. -- General education courses, common prerequisites; and other degree requirements.</p> <p>Section 1007.27, F.S. -- Articulated acceleration mechanisms.</p> <p>Section 1007.271, F.S. -- Dual enrollment programs.</p> <p>Section 1007.272, F.S. -- Joint dual enrollment and advanced placement instruction.</p> <p>Section 1008.30, F.S. -- Common placement testing for public postsecondary education.</p> <p>Section 1008.345, F.S. -- Implementation of state system of school improvement and education accountability.</p> <p>Section 1009.22, F.S. -- Workforce education postsecondary student fees.</p> <p>Section 1009.25(2)(a), F.S. -- Fee exemptions.</p> <p>Section 1009.531(3)(b), F.S. -- Florida Bright Futures Scholarship eligibility determination.</p> <p>Section 1011.62(1)(i), F.S. -- Funds for dual enrollment.</p> <p>Section 1011.68(1)(d), F.S. -- Transportation funds for dual enrollment students.</p> <p>Section 1011.80(9), F.S. -- Funding for dually enrolled students in workforce development.</p>
12. Where can I get additional information?	<p>Florida Department of Education Publications "Guidelines: Dual Enrollment and Interinstitutional Articulation Agreements"</p> <p>Florida House of Representatives Education Council (488-7451)</p>



Education Council

Interscholastic Extracurricular Activities

Fact Sheet

January 2005

<p>1. What requirements must a student meet to be eligible to participate in interscholastic extracurricular student activities?</p>	<p>A student is eligible to participate in interscholastic extracurricular activities in the school in which he or she first enrolls each school year, or is a candidate for an athletic team by engaging in a practice prior to enrolling in the school. The student is eligible in that school as long as he or she remains enrolled in that school.</p> <p>To become eligible a student must maintain:</p> <ul style="list-style-type: none">• a 2.0 grade point average (GPA) or above on a 4.0 scale in the semester preceding participation; OR• a <i>cumulative</i> 2.0 GPA. <p>However, a student is not required to maintain a <i>cumulative</i> 2.0 GPA until his or her junior and senior year.</p> <p>Prior to a student's junior year, if his or her GPA falls below the minimum <i>cumulative</i> 2.0 required for graduation, the student must enter into a contract with the school district, the appropriate governing association, and the student's parents or guardian. The contract must require the student to attend summer school or its graded equivalent.</p> <p>If a student is convicted of a felony or commits a delinquent act that would have been a felony if committed by an adult, the student's eligibility for participation in interscholastic extracurricular activities will be determined by the established and published policy of the school board. This rule applies regardless of whether adjudication is withheld.</p> <p>A school district may set additional eligibility requirements, but the requirements must not make participation less accessible to home education students than to other students.</p>
<p>2. Can a home education student participate in interscholastic extracurricular activities?</p>	<p>Yes. A home education student is allowed to participate in interscholastic extracurricular activities at the public school to which the student would be assigned, the public school which the student could choose to attend pursuant to open enrollment provisions, or the private school which the student could choose to attend pursuant to an agreement.</p>

Interscholastic Extracurricular Activities

	<p>In order to participate in interscholastic extracurricular activities, a Florida home education student must:</p> <ul style="list-style-type: none"> • demonstrate educational progress by an agreed upon method of evaluation; • meet the same residency requirements as other students in the school at which he or she participates; • meet the same standards of acceptance, behavior, and performance as required of other participating students; and • register his or her intent to participate with the school before the beginning date of the season for the activity. <p>A public school or private school student who has not maintained academic eligibility may not participate in interscholastic extracurricular activities as a home education student until the student successfully demonstrates educational progress in a home education program for one grading period.</p>
<p>3. May a charter school student participate in interscholastic extracurricular activities?</p>	<p>Yes. A charter school student is eligible to participate in interscholastic extracurricular activities at the public school to which the student would be assigned or the public school which the student could choose to attend pursuant to open enrollment provisions unless such activities are offered by the student's charter school.</p> <p>In order to participate in interscholastic extracurricular activities, a Florida charter school student must:</p> <ul style="list-style-type: none"> • meet all of the requirements established by the charter school governing board. • demonstrate educational progress by maintaining certain grade point average requirements (See Question 1). • meet the same residency requirements as other students in the school at which he or she participates. • meet the same standards of acceptance, behavior, and performance as required of other participating students. • register his or her intent to participate with the school before the beginning date of the season for the activity. <p>A public school or private school student who has not maintained academic eligibility may not participate in interscholastic extracurricular activities as a charter school student until the student successfully demonstrates educational progress in a charter school for one grading period.</p>

Interscholastic Extracurricular Activities

<p>4. Who sets and oversees eligibility requirements for athletic programs in public schools?</p>	<p>In 1997, the Legislature statutorily designated the Florida High School Activities Association (FHSAA) as the organization to operate, govern, regulate, and oversee athletic programs, including eligibility requirements, for Florida's public schools. In 2003, based upon the recommendation of the FHSAA board of directors, the Legislature changed the name of the association to the Florida High School Athletic Association. The FHSAA is not a state agency, but has a quasi-governmental function.</p>
<p>5. Can private schools participate in the FHSAA and compete against public schools?</p>	<p>Yes. Private schools that wish to compete against public schools in athletic events may become members of the FHSAA.</p>
<p>6. Do students who wish to participate in interscholastic athletic activities have to pass a medical evaluation prior to participation in the athletic activity?</p>	<p>Yes. A student that wishes to participate in interscholastic athletic activities must satisfactorily complete a medical evaluation by a licensed practitioner. If the practitioner finds any abnormalities in the cardiovascular system, the student may not participate until further cardiovascular assessment, which may include an EKG, is performed. The cardiovascular assessment must indicate that the student is physically capable of participating in interscholastic athletic competition.</p>
<p>7. Can a student participate in interscholastic athletic activities without undergoing a medical evaluation?</p>	<p>Yes. A student may participate in interscholastic athletic activities without undergoing a medical evaluation if his or her parent objects in writing to the evaluation because the evaluation is contrary to his or her religious tenets or practices. However, no liability shall exist when a student who does not undergo a medical evaluation is injured or dies during his or her participation in an interscholastic athletic activity as a result of a medical condition that would have been detected during a medical evaluation.</p>
<p>8. How is the FHSAA governed and structured?</p>	<p>The FHSAA includes a 15-member board of directors, a representative assembly, a public advisory committee, and a committee on appeals. Each member school appoints an official representative who must be the principal, an assistant principal, or an in-house athletic director. The organization's membership is divided along existing county lines into four contiguous and compact administrative regions, each containing approximately the same number of member schools. The FHSAA was restructured to operate as a representative democracy in which the sovereign authority is within the member schools.</p> <p>The 2003 Legislature required that any entity that appoints a</p>

Interscholastic Extracurricular Activities

	member to the board of directors must examine the ethnic and demographic composition of the board when selecting candidates for appointment and, to the greatest extent possible, make appointments that reflect state demographic and population trends. The Legislature also requires that one of the three representatives appointed by the Commissioner of Education must be appointed to balance the board for diversity or state population trends, or both.
9. What are the applicable statutes and rules?	<p>Section 1006.15, F.S. - Standards.</p> <p>Section 1006.16, F.S. -- Insurance.</p> <p>Section 1006.17, F.S. -- Sponsorship of athletic activities.</p> <p>Section 1006.18, F.S. -- Cheerleaders.</p> <p>Section 1006.19, F.S. -- Audit of records of nonprofit organizations handling interscholastic activities.</p> <p>Section 1006.20, F.S. -- Athletics in public K-12 schools.</p>
10. Where can I get additional information?	<p>Florida High School Athletic Association (352) 372-9551 www.fhsaa.org</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>

POSTSECONDARY EDUCATION

POSTSECONDARY EDUCATION

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POSTSECONDARY EDUCATION
General



Education Council

College Reach-Out Program (CROP)

Fact Sheet

January 2005

1. What is the College Reach-Out Program?	The College Reach-Out Program (CROP) is a statewide competitive grant program that was established to increase the number of low-income, educationally disadvantaged students who complete postsecondary education. CROP provides educational support and encouragement to disadvantaged students in grades 6 through 12.
2. Who is eligible to participate in the program?	Students who are in grades 6 through 12 who meet certain economic and academic criteria are eligible to participate. Participants are students who otherwise would be unlikely to seek admission to a community college, state university, or independent postsecondary institution without special support and recruitment efforts.
3. What types of services are provided to the participant?	CROP provides a student with academic enrichment activities from the time the student enters the program until he or she has completed high school and is enrolled in a postsecondary institution. Activities may include: career and personal counseling, tutoring, homework assistance, summer activities, and community involvement through partnerships with colleges, universities, and community agencies.
4. How is CROP funded?	<p>Funding for CROP is provided in the General Appropriations Act. Funding for CROP in 2004-2005 is \$3,199,990.</p> <p>Postsecondary institutions and consortia submit proposals for CROP projects to an advisory council that is appointed by the Commissioner of Education. The advisory council uses statutory guidelines to evaluate the proposals and recommend to the State Board of Education an order of priority for funding the proposals.</p>
5. What are the applicable statutes and rules?	Section 1007.34, F.S. -- College Reach-Out Program
6. Where can I get additional information?	<p>Florida Department of Education Office of Equity & Access (850) 245-0511</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

Commission for Independent Education

Fact Sheet

January 2005

<p>1. What is the Commission for Independent Education?</p>	<p>The Commission for Independent Education (Commission) was created by the 2001 Legislature as a result of combining and transferring to a single board the powers and duties of the State Board of Independent Colleges and Universities and the State Board of Nonpublic Career Education. The Commission is responsible for all independent postsecondary education institutions with the exception of those independent nonprofit colleges or universities eligible to participate in the Florida Resident Access Grant (FRAG) program. (Refer to the Florida Resident Access Grant Fact Sheet.)</p>
<p>2. Who are members of the Commission?</p>	<p>The Commission is comprised of seven members who are residents of this state:</p> <ul style="list-style-type: none"> • Two representatives of independent colleges or universities licensed by the commission. • Two representatives of independent, nondegree-granting schools licensed by the commission. • One member from a public school district or community college who is an administrator of career and technical education. • One representative of a religious college that meets the criteria of s. 1005.06(1)(f), F.S., and thus can operate without governmental oversight. • One lay member who is not affiliated with an independent postsecondary educational institution. <p>The members are appointed by the Governor and subject to confirmation by the Senate.</p>
<p>3. What are the general responsibilities of the Commission?</p>	<p>For the independent postsecondary institutions under its jurisdiction, the Commission:</p> <ul style="list-style-type: none"> • sets licensure standards. • reviews applications for and issues licenses. • monitors the consumer practices of these institutions. • serves as a central agency for collecting and distributing information regarding these institutions. <p>The Commission is authorized to appoint ad hoc committees as necessary to assist it in the performance of its duties.</p>
<p>4. What are the applicable statutes and rules?</p>	<p>Chapter 1005, F.S. -- Nonpublic Postsecondary Education</p> <p>Rule 6E-1.0032, F.A.C. -- Fair Consumer Practices</p>

<p>5. Where can I get additional information?</p>	<p>Florida Department of Education Commission for Independent Education www.firn.edu/doe/cie/ (850) 245-3200 (888) 224-6684 [toll free]</p> <p>Florida House of Representatives Education Council (488-7451)</p>
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Education Council

Joint-use Facilities

Fact Sheet

January 2005

1. What is a joint-use facility?	A "joint-use facility" is an educational facility that is cooperatively developed and used by two or more educational entities. Most often, joint-use facilities are shared between a university and a community college or a school district and a community college.
2. Why are joint-use facilities useful?	Joint-use facilities enable the offering of cooperative educational programs at a single shared educational facility, thereby increasing access to such programs for students, in particular, access to baccalaureate degree programs. These types of agreements between institutions utilize existing educational infrastructure to expand access while often limiting the state's expenditures for new buildings.
3. What classes can I take at a joint-use facility?	A joint-use facility between a community college and public university may offer both lower and upper level courses that lead to the completion of a baccalaureate degree on the community college campus.
4. How are joint-use facilities formed?	Joint-use facilities must be jointly requested by two or more boards, including district school boards, community college boards of trustees, the Board of Trustees for the Florida School for the Deaf and the Blind, and university boards of trustees. Assessment and approval of the project must be provided by the State Board of Education or the Commissioner of Education as appropriate. Once the request is approved, the boards involved must submit a joint resolution to the commitment of utilizing the facility requested. Funding is then requested from the Legislature.
5. How are joint-use facilities funded?	Joint-use facilities are funded by the Legislature in the General Appropriations Act. In order for facilities to receive funds from the Public Education Capital Outlay and Debt Service Trust Fund, the project must appear on the 3-year capital outlay priority list for both community colleges and universities. The state has funded 49 projects totaling \$142.2 million since 1977. No district school board, community college, or state university may receive funding for more than one approved joint-use facility per campus in any 3-year period.
6. What are the applicable statutes and rules?	Section 1013.52, F.S. -- Cooperative development and use of facilities by two or more boards. Section 1013.75, F.S. -- Cooperative funding of career center facilities.

7. Where can I get additional information?	Florida House of Representatives Education Council (850) 488-7451
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Education Council

Postsecondary Remediation

Fact Sheet

January 2005

1. What is postsecondary "remedial" education?	Within Florida's postsecondary educational system, "remedial education" is synonymous with "college-preparatory" or "college-prep" instruction. Current law defines "college-preparatory instruction" as "courses through which a high school graduate who applies for an college credit program may attain the communication and computation skills necessary to enroll in college credit instruction."
2. Why is postsecondary remediation necessary?	Postsecondary remediation courses provide students the skills necessary to succeed in college level courses.
3. Who takes college-prep courses?	In 2002-2003, high school graduates enrolling within three years of high school graduation accounted for 38.8% of the FTE produced in college prep courses offered by community colleges. Other students enrolling in college-prep courses include returning adults in need of one or more refresher courses prior to enrolling in college credit courses.
4. How is student readiness tested?	Performance in reading, writing/language, or mathematics for each student is gauged by scores on the Florida College Placement Test (CPT), the SAT, or the ACT. Students are considered "ready" for college in each of the three areas if scores on one of those three exams meet the required score of competency for each given area. For example, if a student receives a verbal score of 450 and a math score of 400 on the SAT, the student would be considered "ready" for college in reading and writing/language (threshold is 440) but in need of remediation in math (threshold is 440).
5. Who offers postsecondary remedial education?	Current law requires Florida community college or state university students who score below standardized passing scores on the Common Placement Test (or other comparable exam) to enroll in college-preparatory or other adult education courses in community colleges to develop needed college-entry skills. Community colleges must, however, advise students of alternative methods of meeting remedial education needs, such as using instruction from private providers. Community colleges may provide the remedial instruction on state university campuses. (Additionally, any state university which offered remedial education prior to January 1, 1996 may continue to offer remedial education.)

<p>6. What is the cost of remediation to the student?</p>	<p>The first two times a student enrolls in a remedial course, he or she pays the normal fee. If the course is taken a third time, the student must pay 100% of the cost of instruction. This policy is consistent with the policy for students enrolled in college credit courses.</p>
<p>7. What information is available regarding the preparedness of Florida's public high school graduates?</p>	<p>The Commissioner of Education is required to report to the State Board of Education, the Legislature, and the school districts on the performance of public high school students who enroll in public postsecondary institutions. The report produced by the Department of Education to fulfill this requirement is called the "Readiness For College Report". The report includes data for all students who graduate with a standard diploma from a Florida public high school and who enter a public postsecondary institution as a degree-seeking student. The report does <i>not</i> include graduates who do not go to college; graduates who attend private or out-of-state colleges; transfer students; casual or non-degree-seeking students; students who take time off between high school and college; GED or non-standard diploma recipients; or private high school graduates. The report is based on data provided by the state universities, public community colleges, and state supported postsecondary vocational-technical centers.</p> <p>Summary reports are prepared for the state as a whole, for each school district, and for each public high school. The summary reports must indicate the number of prior year graduates who enrolled in state-supported vocational-technical centers, community colleges, and state universities in Florida during the previous summer, fall, and spring terms and the number of those students whose scores on the entry-level placement tests indicate readiness for postsecondary education or the need for remediation through basic skills instruction or college-preparatory instruction. Each school district and high school must use the annual feedback report for developing school improvement plan strategies aimed at improving student readiness for the public postsecondary level.</p>
<p>8. How many students need postsecondary remedial education?</p>	<p>Of the 2002-2003 high school graduates tested in all three areas, 34,569 or 58.1% were considered "ready" in all three subject areas. This means 41.9% needed at least one remedial course in one or more areas.</p>

<p>9. What is the cost to the state to provide remedial instruction?</p>	<p>According to the Department of Education, the direct cost to the state for college-prep instruction at public community colleges was \$41.3 million in 2002-2003.</p>
<p>10. What are the applicable statutes and rules?</p>	<p>Section 1004.02(11), F.S. -- Definition of "college-preparatory instruction." Section 1004.93, F.S. -- Adult general education. Section 1008.30, F.S. -- Common placement testing for public postsecondary education. Section 1008.37, F.S. -- Postsecondary feedback of information to high schools. Section 1009.28, F.S. -- Fees for repeated enrollment in college-preparatory classes.</p> <p>Rule 6A-10.0315 -- College Preparatory Testing Placement and Instruction Rule 6A-10.038 -- Postsecondary Feedback of Student Information to High Schools</p>
<p>11. Where can I get additional information?</p>	<p>Florida Department of Education Division of Community Colleges (850) 245-0407</p> <p>Florida Department of Education K-16 Articulation (850) 245-0427 www.firn.edu/doe/postsecondary/college.htm</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

Site-Determined Baccalaureate Degree Access Program

Fact Sheet

January 2005

1. What is the Site-Determined Baccalaureate Degree Access Program?	The Site-Determined Baccalaureate Degree Access (SDBA) Program is designed to increase access to baccalaureate degree programs through the use of community colleges.
2. How can a community college participate in the program?	<p>A community college may offer limited baccalaureate degrees in one of two ways:</p> <ol style="list-style-type: none"> 1) enter into a formal agreement with other public postsecondary institutions and independent colleges and universities within its service area for the community college to deliver specified baccalaureate degree programs, and 2) develop a proposal to deliver specified baccalaureate degree programs in its district to meet local workforce needs. The proposal must include the following information: <ul style="list-style-type: none"> • document the demand for the requested baccalaureate degree program. • substantiate the unmet need for graduates of the proposed degree program. • document the adequacy of community college facilities and academic resources to deliver the program.
3. What is the approval process for such agreements and proposals?	Each agreement or proposal must be submitted to the Council for Education Policy Research and Improvement for review and comment. The State Board of Education must provide final approval.
4. Are there additional accreditation requirements when offering specified baccalaureate degree programs?	Yes. Upon approval of the community college's proposal by the State Board of Education, the community college must pursue regional accreditation by the Commission of Colleges of the Southern Association of Colleges and Schools.
5. May a community college that receives State Board approval to offer baccalaureate degrees offer <i>any</i> baccalaureate degree programs?	No. Only baccalaureate degree programs specifically detailed in the approved proposal may be offered by the community college. Any additional baccalaureate degree programs the community college wishes to offer in the future must be approved by the State Board of Education.

Site-Determined Baccalaureate Degree Access Program

6. Does the primary mission of a community college participating in the SDBA program change?	No. The primary mission of the community college, including community colleges that offer baccalaureate degree programs, continues to be the provision of associate degrees that provide access to a university. A community college may not terminate its associate in arts or associate in science degree programs as a result of being authorized to offer selected baccalaureate programs.
7. What are the applicable statutes and rules?	Section 1007.22, F.S. -- Articulation; postsecondary institution coordination and collaboration. Section 1007.33, F.S. -- Site-determined baccalaureate degree access.
8. Where can I get additional information?	<p>Council for Education Policy Research and Improvement (850) 488-7894 www.cepri.state.fl.us</p> <p>Florida Board of Education Division of Community Colleges (850) 245-0407 www.fldoe.org/cc/</p> <p>Florida Board of Education Division of Colleges and Universities (850) 245-0466 www.fldcu.org</p> <p>Florida House of Representatives Education Council (488-7451)</p>



Education Council

Time-to-Degree

Fact Sheet

January 2005

1. What does "Time-To-Degree" mean?	"Time To Degree" refers to a bill passed by the 1995 Legislature related to the amount of time it takes for students to complete associate degree and baccalaureate degree programs (See Ch. 95-243, L.O.F.). The main goal of the legislation was to decrease the amount of time it takes a student to complete a postsecondary degree program. Another goal of the legislation was to create a system where students would have an easier time transferring credits across educational sectors and between institutions.
2. What did the "Time-To-Degree" bill do?	The bill made three main changes to postsecondary education in Florida: (1) limited the number of credit hours required for an Associate in Arts (AA) degree to 60 semester hours and a baccalaureate degree, with some exceptions, to 120 semester hours; (2) required the identification of common general education core requirements; and (3) required the identification of common prerequisites across programs.
3. What is a "common prerequisite" and why is it important?	<p>Common prerequisites are required components of the degree programs within state universities. With limited exceptions, common prerequisites must be the same at all institutions to facilitate efficient transfer among all 39 public postsecondary institutions.</p> <p>In 1996, the higher education institutions in the state established a list of common prerequisites for every degree program. The list provides students with information regarding the courses they need to take to be admitted into upper division programs.</p> <p>The Common Prerequisites Counseling Manual is a centralized compilation of program prerequisites that can be referenced by counselors and students in their academic planning. The manual is compiled annually in a format that is accessible by all institutions. Each program of study listed in the Common Prerequisite Manual includes information regarding the required and/or suggested common prerequisites for that program.</p>

4. Who is responsible for the continued implementation of "Time-To-Degree" efforts?	The State Board of Education has responsibility for reviewing and approving exceptions to the prerequisite and degree-length requirements for baccalaureate degree programs.
5. What is the status of "Time-To-Degree" efforts?	Community colleges now have a 60 hour limit for AA degrees and standard program lengths for all Associate in Science (AS) degrees. All community colleges and state universities now have a 36 hour general education requirement. All 600+ majors at state universities now have common pre-requisites. Baccalaureate programs at state universities are capped at 120 hours (with a few approved exceptions).
6. Is Workforce Education affected by similar efforts?	The "Time-To-Degree" bill focused attention on the transfer of credit between community colleges and state universities. Attention has also been focused on the transfer of workforce education credit between school districts, community colleges, and state universities. Florida law requires the State Board of Education to establish standard program lengths for AS degree and vocational certificate programs. Faculty discipline groups from community colleges and school district vocational schools meet to determine curricular and accountability requirements. Efforts to strengthen articulation between AS degrees and Baccalaureate in Science (BS) degrees continue.
7. What are the applicable statutes and rules?	Section 1007.22, F.S. -- Articulation; postsecondary institution coordination and collaboration. Section 1007.23, F.S. -- Statewide articulation agreement. Section 1007.24, F.S. -- Statewide course numbering system. Section 1007.25, F.S. -- General education courses; common prerequisites; and other degree requirements. Section 1008.38, F.S. -- Articulation accountability process.
8. Where can I get additional information?	<p>Florida Department of Education Division of Colleges and Universities (850) 245-0466 www.fldcu.org</p> <p>Florida Academic Counseling and Tracking for Students (FACTS) www.facts.org</p> <p>Florida House of Representatives Education Council (488-7451)</p>



Education Council Workforce Education

Fact Sheet

January 2005

1. What is workforce education?	"Workforce education" means adult general education or career education and may consist of a continuing workforce education course or a program of study leading to an occupational completion point, a career certificate, an applied technology diploma, or a career degree.
2. What is adult general education?	"Adult general education" means comprehensive instructional programs designed to improve the employability of the state's workforce through adult basic education, adult secondary education, English for Speakers of Other Languages (ESOL), vocational-preparatory instruction, and instruction for adults with disabilities.
3. What is adult basic education?	"Adult basic education" means courses of instruction designed to improve the employability of the state's workforce through instruction in mathematics, reading, language, and workforce readiness skills at grade level equivalency 0 - 8.9.
4. What is adult secondary education?	"Adult secondary education" means courses through which a person receives high school credit that leads to the award of a high school diploma or courses of instruction through which a student prepares to take the General Educational Development test.
5. What is vocational-preparatory education?	"Vocational-preparatory instruction" means adult general education through which persons attain academic and workforce readiness skills at the level of functional literacy (grade levels 6.0 - 8.9) or higher so that such persons may pursue technical certificate education or higher-level technical education.
6. What is a career program?	A "career program" is a group of identified competencies leading to occupations identified by a Classification of Instructional Programs number.
7. What is continuing workforce education?	<p>"Continuing workforce education" means instruction that does not result in a technical certificate, diploma, associate in applied science degree, or associate in science degree. Continuing workforce education is for:</p> <ul style="list-style-type: none"> • Individuals who are required to have training for licensure renewal or certification renewal by a regulatory agency or credentialing body • New or expanding businesses as described in Ch. 288, F.S. • Business, industry, and government agencies whose products or services are changing so that retraining of employees is necessary or whose employees need training

	<p>in specific skills to increase efficiency and productivity</p> <ul style="list-style-type: none"> • Individuals who are enhancing occupational skills necessary to maintain current employment, to cross train, or to upgrade employment
8. What is an occupational completion point?	"Occupational completion point" means the occupational competencies that qualify a person to enter an occupation that is linked to a career and technical program.
9. What is a career certificate program?	A "career certificate program" is a course of study that leads to at least one occupational completion point. The program may also confer credit that may articulate with a diploma or career degree education program if authorized by the State Board of Education. The term is interchangeable with the term "certificate career education program".
10. What is an applied technology diploma program?	An "applied technology diploma program" is a course of study that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation. An applied technology diploma program may consist of either technical credit or college credit. A public school district may offer an applied technology diploma program only as technical credit, with college credit awarded to a student upon articulation to a community college.
11. What is a technical degree program?	A "technical degree education program" is a course of study that leads to an associate in applied science degree or an associate in science degree. A technical degree program may contain within it one or more program progression points and may lead to certificates or diplomas within the course of study. The term is interchangeable with the term "degree career education program". For licensure purposes, the term "associate in science degree" is interchangeable with "associate in applied science degree".
12. Why is workforce education important?	Multiple economic development surveys have consistently cited workforce education as one of the top three factors in attracting new business and retaining or expanding existing business.
13. Who can offer workforce education?	Both school district technical centers and community colleges can offer workforce education; however, only community colleges can offer college-credit programs.
14. What are the applicable statutes and rules?	<p>Section 1004.02, F.S. -- Definitions.</p> <p>Section 1004.91, F.S. -- Career-preparatory instruction.</p> <p>Section 1004.92, F.S. -- Purpose and responsibilities for career education.</p> <p>Section 1004.93, F.S. -- Adult General Education.</p> <p>Section 1009.22, F.S. -- Workforce education postsecondary student fees.</p> <p>Section 1011.80, F.S. -- Funds for operation of workforce</p>

	education programs.
15. Where can I get additional information?	<p>Florida Department of Education Division of Community Colleges and Workforce Education (850) 245-0446</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>

POSTSECONDARY EDUCATION
Tuition/Financial Assistance



Education Council

Postsecondary Tuition & Fee Policy -- Public Community Colleges

Fact Sheet

January 2005

<p>1. What are the fees a student must pay to enroll in a college credit course at a public community college?</p>	<p>A student who enrolls in a college credit course or non-college credit college preparatory course at a public community college must pay tuition and an out-of-state fee if the student is classified as a non-resident.</p> <p>Community college boards of trustees are authorized by statute to establish other fees which include, but are not limited to, an activity and service fee, financial aid fee, capital improvement fee, and technology fee. If a community college charges these fees, the student must pay these fees as well.</p>
<p>2. Who establishes the fees?</p>	<p>The State Board of Education must adopt a resident fee schedule by December 31 of each year for the following fall for advanced and professional, associate in science degree, and college preparatory programs that produce revenues in the amount of 25% of the full prior year's cost of these programs. Fees for courses in college-preparatory programs and associate in arts (AA) and associate in science (AS) degree programs may be established at the same level. Unless the Legislature provides for an alternative fee schedule in the appropriations act, the fee schedule takes effect the subsequent fall semester.</p> <p>Each community college board of trustees must establish tuition and out-of-state fees which vary no more than 10% below and 15% above the combined total of the fee schedule adopted by the State Board of Education and the technology fee adopted by the board of trustees. (See Question 10 for a discussion of the technology fee.) Any amount from 10-15% above the State Board fee schedule must be used only to support safety and security purposes. In order to assess an additional amount for safety and security purposes, the community college board must provide written justification to the State Board.</p> <p>A community college board of trustees that has a service area that borders another state may implement a plan for a differential out-of-state fee.</p> <p>Community college boards of trustees are authorized by</p>

Postsecondary Tuition & Fee Policy -- Public Community Colleges

	statute to establish an activity & service fee, financial aid fee, capital improvement fee, and technology fee
3. What is tuition?	"Tuition" means the basic fee charged to a student for instruction provided by a Florida public postsecondary educational institution. Unless the student is eligible for a fee exemption or fee waiver, a student who enrolls in a college-prep or college-credit course at a public community college must pay the tuition assessed by the institution.
4. What is the out-of-state fee?	<p>The "out-of-state fee" is the additional fee for instruction provided by a Florida public postsecondary educational institution that is charged to a non-Florida resident. Unless the student is eligible for a fee exemption or fee waiver, a student who is classified as a non-resident who enrolls in a college-prep or college-credit course at a public community college must pay the out-of-state fee assessed by the institution.</p> <p>Except as otherwise provided in law, the sum of nonresident student tuition and out-of-state fees must be sufficient to defray the full cost of each program.</p>
5. How is residency for purposes of tuition determined?	<p>Current law requires students to be classified as residents or nonresidents for the purpose of assessing tuition in community colleges and state universities.</p> <p>In general, to qualify as a resident for tuition purposes, the student, or the student's parent or parents if the student is a dependent child, must have established legal residence in Florida and maintained such residence for at least 12 months prior to qualification. The residence during the 12-month qualifying period must be for the purpose of maintaining a bona fide domicile, rather than for the purpose of maintaining a temporary residence incident to enrollment in an institution of higher education.</p> <p>Other conditions may apply based on a student's dependency or marital status.</p>
6. Are there other categories of students that are classified as residents for tuition purposes?	<p>Yes. The following persons are classified as residents for tuition purposes:</p> <ul style="list-style-type: none"> • Active duty members of the Armed Services residing or stationed in this state as well as their spouses and dependent children. • Active duty members of the Florida National Guard who qualify for the Guard's tuition assistance program. • Active duty members of the Armed Services and their spouses who attend a public community college or state

Postsecondary Tuition & Fee Policy -- Public Community Colleges

	<p>university within 50 miles of the military establishment where they are stationed. The military establishment must be in a county contiguous to Florida.</p> <ul style="list-style-type: none"> • Active duty members of the Canadian military residing or stationed in Florida under the North America Air Defense (NORAD) agreement, and their spouses and dependent children. They must be attending an institution within 50 miles of the military establishment where they are stationed. • U.S. citizens living on the Isthmus of Panama who have completed 12 consecutive months of college work at the FSU Panama Canal Branch, and their spouses and children. • U.S. citizens living outside the U.S. who are teaching at a Department of Defense School and enroll in a graduate level education program which leads to a Florida teaching certificate. • Full-time instructional and administrative personnel employed by state public schools, community colleges, and other public postsecondary institutions and their spouses. • Full-time employees of state agencies or political subdivisions of the state when the student fees are paid by the state agency or political subdivision for the purpose of job-related law enforcement or corrections training. • Students from Latin America and the Caribbean who receive scholarships from the federal or state government. • Southern Regional Education Board's Academic Common Market graduate students attending Florida's state universities. • McKnight Doctoral Fellows and Finalists who are U.S. citizens.
7. What is the activity and service fee?	Each community college board of trustees may establish an activity and service fee not to exceed 10% of tuition to provide student services and programs.
8. What is the financial aid fee?	<p>Each community college board of trustees may establish a financial aid fee of up to 5% of the total tuition or out-of-state fees collected. Colleges may collect an additional 2% if the total revenue generated by the financial aid fee is less than \$250,000.</p> <p>Up to 25% of the financial aid fee revenues or \$300,000, whichever is greater, may be used to support students who demonstrate academic merit or participate in athletics, public service, cultural arts, or other extracurricular programs. A minimum of 75% of the remaining financial aid fee revenues for</p>

Postsecondary Tuition & Fee Policy -- Public Community Colleges

	new awards must be awarded based on absolute need and the remainder may be used for merit and other purposes approved by the district board of trustees. Financial aid fee revenues may not be used for direct or indirect administrative purposes or salaries.
9. What is the capital improvement fee?	Each community college board of trustees may establish a capital improvement fee of up to \$1 per credit hour for in-state students and \$3 or more per credit hour for out-of-state students to provide funding for construction, renovation, or remodeling of facilities; technology enhancement; or equipping buildings.
10. What is the technology fee?	Each community college board of trustees is authorized to establish a separate technology fee to support the implementation of technology improvement plans. The fee may not exceed \$1.80 per credit hour for residents and \$5.40 per credit hour for non-residents. This fee may apply to both college-credit and college-preparatory instruction. Half of the fee revenues may be pledged as a dedicated source for the repayment of debt, but revenues from the technology fee may not be bonded.
11. Who is exempt from paying fees?	Certain students are provided fee exemptions pursuant to statute including students who are dually enrolled and WAGES clients.
12. Are community colleges authorized to assess any fees in addition to those required to enroll in a course?	Yes. Community college boards of trustees are authorized to establish a number of user fees and fines. These include, but are not limited to, application fees, parking fees, and lab fees. The user fees and fines are not to exceed the cost of the services provided and are only to be charged to persons receiving the service.
13. What are the applicable statutes and rules?	Section 1009.01, F.S. -- Definitions. Section 1009.21, F.S. -- Determination of resident status for tuition purposes. Section 1009.23, F.S. -- Community college student fees. Section 1009.25, F.S. -- Fee exemptions. Section 1009.26, F.S. -- Fee waivers.
14. Where can I get additional information?	Florida Department of Education Division of Community Colleges (850) 245-0407 www.fldoe.org/cc Florida House of Representatives Education Council (850) 488-7451



Education Council

Postsecondary Tuition & Fee Policy -- State Universities

Fact Sheet

January 2005

1. What are the fees a student must pay to enroll in a course at a public university?	<p>A student who enrolls in a course at a public university must pay the following fees: tuition, an out-of-state fee if the student is classified as a non-resident; a building fee; a Capital Improvement Trust Fund fee; a financial aid fee; an activity & service fee; an athletic fee; and a health fee. Fees are typically assessed on a per credit hour basis. All students are to be charged fees except students who are exempt from fees or students whose fees are waived.</p>
2. Who establishes the fees?	<p>Each university board of trustees sets university tuition and fees within law and proviso in the General Appropriations Act.</p> <p>A university that has a service area that borders another state may implement a plan for a differential out-of-state fee.</p> <p>The building fee is established in statute at \$2.32 per student credit hour. The Capital Improvement Trust Fund fee is established in statute at \$2.44 per student credit hour.</p> <p>University boards of trustees are authorized to collect a financial aid fee that is capped at 5% of the tuition and out-of-state fee.</p> <p>University boards of trustees are authorized to establish separate activity and service, health, and athletic fees. The sum of the activity and service fee, health fee, and athletic fee is capped at 40% of the tuition established in law or in the General Appropriations Act. Within the 40% cap, universities may not increase the aggregate sum of these three fees more than 5% per year unless specifically authorized in law or in the General Appropriations Act. A university may exceed both of these caps if the university is increasing its athletic fee to defray costs associated with changing NCAA divisions. Such an increase cannot exceed \$2 per credit hour.</p>
3. What is tuition?	<p>"Tuition" means the basic fee charged to a student for instruction provided by a Florida public postsecondary educational institution. Unless the student is eligible for a fee exemption or fee waiver, a student who enrolls in a course at a state university must pay the tuition assessed by the institution.</p>

Postsecondary Tuition and Fee Policy - State Universities

<p>4. What is the out-of-state fee?</p>	<p>The "out-of-state fee" is the additional fee for instruction provided by a Florida public postsecondary educational institution that is charged to a non-Florida resident. Unless the student is eligible for a fee exemption or fee waiver, a student who is classified as a non-resident who enrolls in a course at a state university must pay the out-of-state fee assessed by the institution.</p>
<p>5. How is residency for purposes of tuition determined?</p>	<p>Current law requires students to be classified as residents or nonresidents for the purpose of assessing tuition in community colleges and state universities.</p> <p>In general, to qualify as a resident for tuition purposes, the student, or the student's parent or parents if the student is a dependent child, must have established legal residence in Florida and maintained such residence for at least 12 months prior to qualification. The residence during the 12-month qualifying period must be for the purpose of maintaining a bona fide domicile, rather than for the purpose of maintaining a temporary residence incident to enrollment in an institution of higher education.</p> <p>Other conditions may apply based on a student's dependency or marital status.</p>
<p>6. Are there other categories of students that are classified as residents for tuition purposes?</p>	<p>Yes. The following persons are classified as residents for tuition purposes:</p> <ul style="list-style-type: none"> • Active duty members of the Armed Services residing or stationed in this state as well as their spouses and dependent children. • Active duty members of the Florida National Guard who qualify for the Guard's tuition assistance program. • Active duty members of the Armed Services and their spouses who attend a public community college or state university within 50 miles of the military establishment where they are stationed. The military establishment must be in a county contiguous to Florida. • Active duty members of the Canadian military residing or stationed in Florida under the North America Air Defense (NORAD) agreement, and their spouses and dependent children. They must be attending an institution within 50 miles of the military establishment where they are stationed. • U.S. citizens living on the Isthmus of Panama who have completed 12 consecutive months of college work at the FSU Panama Canal Branch, and their spouses and children. • U.S. citizens living outside the U.S. who are teaching at a

Postsecondary Tuition and Fee Policy - State Universities

	<p>Department of Defense School and enroll in a graduate level education program which leads to a Florida teaching certificate.</p> <ul style="list-style-type: none"> • Full-time instructional and administrative personnel employed by state public schools, community colleges, and other public postsecondary institutions and their spouses. • Full-time employees of state agencies or political subdivisions of the state when the student fees are paid by the state agency or political subdivision for the purpose of job-related law enforcement or corrections training. • Students from Latin America and the Caribbean who receive scholarships from the federal or state government. • Southern Regional Education Board's Academic Common Market graduate students attending Florida's state universities • McKnight Doctoral Fellows and Finalists who are U.S. citizens
7. What is the financial aid fee?	Universities are authorized to charge a financial aid fee to provide funds for financial aid awards. A minimum of 75% of funds from the financial aid fee for new awards must be used to provide aid based on absolute need. Universities are permitted to use funds from the financial aid fee for administrative purposes.
8. What is the activity & service fee?	The activity & service fee is a local fee charged by the university to provide student services and programs that benefit the student body in general. This includes, but is not limited to, student publications and grants to duly recognized student organizations, the membership of which is open to all students at the university. The student government association determines the allocation and expenditure of revenues from the activity and service fee, although the university president has line item veto authority.
9. What is the athletic fee?	The athletic fee is a local fee charged by the university to provide funding for intercollegiate athletic programs.
10. What is the health fee?	The health fee is a local fee charged by the university to provide basic health care services to students.
11. What other fees are authorized in statute?	Each university board of trustees is also authorized by statute to establish any of the following fees that are often described as "user fees": a nonrefundable application fee; an orientation fee; a fee for security, access, or identification cards; registration fees for audit and zero-hours registration; a service charge for the payment of tuition in installments; a late-registration fee; a late-payment fee; a fee for miscellaneous health-related charges for services provided at

Postsecondary Tuition and Fee Policy - State Universities

	<p>cost by the university health center which are not covered by the health fee; materials and supplies fees; housing rental rates and miscellaneous housing charges; a charge representing the reasonable cost of efforts to collect payment of overdue accounts; a service charge on university loans in lieu of interest and administrative handling charges; a fee for off-campus course offerings; library fees and fines; fees relating to duplicating, photocopying, binding, and microfilming; copyright services; and standardized testing; fees and fines relating to the use, late return, and loss and damage of facilities and equipment; a returned-check fee; traffic and parking fines, charges for parking decals, and transportation access fees; fee for child care; and fees for transcripts and diploma replacement.</p> <p>Each university board of trustees is authorized to establish a nonrefundable admissions deposit not to exceed \$200.</p>
12. What are the applicable statutes and rules?	<p>Section 1009.01, F.S. -- Definitions Section 1009.21, F.S. -- Determination of resident status for tuition purposes Section 1009.24, F.S. -- State university student fees Section 1009.25, F.S. -- Fee exemptions Section 1009.26, F.S. -- Fee waivers</p>
13. Where can I get additional information?	<p>Florida Department of Education Division of Colleges and Universities (850) 245-0466 www.fldcu.org</p> <p>Florida House of Representatives Education Council (488-7451)</p>



Education Council

Postsecondary Tuition & Fee Policy -- Workforce Education

Fact Sheet

January 2005

<p>1. What are the fees a student must pay to enroll in a workforce education course?</p>	<p>A student who enrolls in a workforce education program must pay tuition and an out-of-state fee if the student is classified as a nonresident.</p> <p>School boards and community college boards of trustees are specifically authorized by statute to establish other fees which include, but are not limited to, a financial aid fee, a capital improvement fee, and a technology fee.</p>
<p>2. Who establishes the fees?</p>	<p>The Commissioner of Education must annually provide the State Board of Education with a schedule of fees for workforce education, excluding continuing workforce education, for school districts and community colleges. The fee schedule must be based on the amount of student fees necessary to produce 25% of the prior year's average cost of a course of study leading to a certificate or a diploma. Except as provided by law, fees for students who are not residents for tuition purposes must offset the full cost of instruction. The State Board of Education must adopt by rule the definitions and procedures that school districts are required to use in the calculation of cost borne by students.</p> <p>The State Board of Education must adopt a fee schedule for workforce education for school districts and community colleges that produces the required fee revenue. This fee schedule takes effect unless otherwise specified in the General Appropriations Act (GAA).</p> <p>A district school board or community college board that has a service area that borders another state may implement a plan for a differential out-of-state fee.</p>
<p>3. What is tuition?</p>	<p>"Tuition" means the basic fee charged to a student for instruction provided by a Florida public postsecondary educational institution. Unless the student is eligible for a fee exemption or fee waiver, a student who enrolls in a workforce education course offered by a public community college or by a school district must pay the tuition assessed by that entity.</p>

Postsecondary Tuition & Fee Policy -- Workforce Education

<p>4. What is the out-of-state fee?</p>	<p>The "out-of-state fee" is the additional fee for instruction provided by a Florida public postsecondary educational institution that is charged to a non-Florida resident. Unless the student is eligible for a fee exemption or fee waiver, a student who is classified as a nonresident who enrolls in a workforce education course offered by a public community college or by a school district must pay the out-of-state fee assessed by that entity.</p>
<p>5. How is residency for purposes of tuition determined?</p>	<p>Current law requires students to be classified as residents or nonresidents for the purpose of assessing tuition in community colleges and state universities. There is no specific statutory reference to school districts that offer postsecondary instruction.</p> <p>In general, to qualify as a resident for tuition purposes, the student, or the student's parent or parents if the student is a dependent child, must have established legal residence in Florida and maintained such residence for at least 12 months prior to qualification. The residence during the 12-month qualifying period must be for the purpose of maintaining a bona fide domicile, rather than for the purpose of maintaining a temporary residence incident to enrollment in an institution of higher education.</p> <p>Other conditions may apply based on a student's dependency or marital status.</p>
<p>6. Are there other categories of students that are classified as residents for tuition purposes?</p>	<p>Yes. The following persons are classified as residents for tuition purposes:</p> <ul style="list-style-type: none"> • Active duty members of the Armed Services residing or stationed in this state as well as their spouses and dependent children. • Active duty members of the Florida National Guard who qualify for the Guard's tuition assistance program. • Active duty members of the Armed Services and their spouses who attend a public community college or state university within 50 miles of the military establishment where they are stationed. The military establishment must be in a county contiguous to Florida. • Active duty members of the Canadian military residing or stationed in Florida under the North America Air Defense (NORAD) agreement, and their spouses and dependent children. They must be attending an institution within 50 miles of the military establishment where they are stationed.

Postsecondary Tuition & Fee Policy -- Workforce Education

	<ul style="list-style-type: none"> • U.S. citizens living on the Isthmus of Panama who have completed 12 consecutive months of college work at the FSU Panama Canal Branch, and their spouses and children. • U.S. citizens living outside the U.S. who are teaching at a Department of Defense School and enroll in a graduate level education program which leads to a Florida teaching certificate. • Full-time instructional and administrative personnel employed by state public schools, community colleges, and other public postsecondary institutions and their spouses. • Full-time employees of state agencies or political subdivisions of the state when the student fees are paid by the state agency or political subdivision for the purpose of job-related law enforcement or corrections training. • Students from Latin America and the Caribbean who receive scholarships from the federal or state government. • Southern Regional Education Board's Academic Common Market graduate students attending Florida's state universities. • McKnight Doctoral Fellows and Finalists who are U.S. citizens
7. What is the financial aid fee?	Each district school board and each community college board of trustees is authorized to establish a financial aid fee of up to 10% of the student fees collected for workforce education programs. Fee revenues must be used to support students enrolled in workforce education. Awards must be based on student need.
8. What is the capital improvement fee?	Each district school board and each community college board of trustees is authorized to establish a capital improvement fee of up to 5% of tuition for resident students and 5% of tuition and out-of-state fees for nonresidents to provide funding for construction, renovation, or remodeling of facilities; technology enhancement; or equipping buildings.
9. What is the technology fee?	Each district school board and each community college board of trustees is authorized to establish a separate technology fee to support the implementation of technology improvement plans. This technology fee may apply only to associate degree programs and courses. The fee may not exceed \$1.80 per credit hour for residents and \$5.40 per credit hour for non-residents. Half of the fee revenues may be pledged by a community college board of trustees as a dedicated source for the repayment of debt, but revenues from the technology fee may not be bonded.

Postsecondary Tuition & Fee Policy -- Workforce Education

<p>10. Who is exempt from paying fees?</p>	<p>Certain students are provided fee exemptions in statute. Students who do not have a high school diploma and students who have a high school diploma but who have academic skills below the eighth grade level are exempt from any requirement for the payment of tuition and fees, including lab fees, for adult basic, adult secondary or vocational preparatory instruction.</p> <p>Students who are dually enrolled, students who are in approved apprenticeship programs, and welfare transition clients are also provided fee exemptions.</p>
<p>11. How are fees for continuing workforce education determined?</p>	<p>Fees for continuing workforce education (CWE) are determined locally by the district school board or the community college board. At least 50% of the expenditures for CWE courses provided by the community college or school district must be derived from fees.</p>
<p>12. What are the applicable statutes and rules?</p>	<p>Section 1009.01, F.S. -- Definitions. Section 1009.21, F.S. -- Determination of resident status for tuition purposes. Section 1009.22, F.S. -- Workforce education postsecondary student fees Section 1009.25, F.S. -- Fee exemptions. Section 1009.26, F.S. -- Fee waivers.</p>
<p>13. Where can I get additional information?</p>	<p>Florida Department of Education Office of Workforce Education (850) 245-0446 www.myfloridaeducation.com/workforce/division.htm</p> <p>Department of Education Division of Community Colleges (850) 245-0407 www.fldoe.org/cc</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



Education Council

Bright Futures Scholarship Program

Fact Sheet

January 2005

<p>1. What is Florida's Bright Futures Scholarship Program?</p>	<p>The Bright Futures Scholarship Program is a lottery-funded scholarship program created by the 1997 Legislature to reward Florida high school graduates who merit recognition of high academic achievement and enroll in a degree program, certificate program, or applied technology program at an eligible Florida postsecondary institution.</p>
<p>2. What are the components of the Bright Futures Scholarship Program?</p>	<p>The Bright Futures Scholarship Program is an "umbrella" program providing three awards: the Florida Academic Scholars Award, the Florida Medallion Scholars Award, and the Florida Gold Seal Vocational Scholars Award. (Refer to individual fact sheets for a further description of each award.)</p>
<p>3. Who is eligible to receive a Bright Futures award?</p>	<p>A student must meet the following general criteria to be considered for an award under the Bright Futures Scholarship Program:</p> <ul style="list-style-type: none"> • complete a Florida Financial Aid Application • be a Florida resident • earn a Florida high school diploma, or the equivalent • enroll in an eligible Florida postsecondary education institution for at least 6 credit hours per semester • not have been found guilty of, or entered a plea of nolo contendere to, a felony charge • commence using the award within 3 years of graduation. For students who enlist in the U.S. Armed Forces immediately after completion of high school, the 3-year eligibility period for initial awards begins upon the date of separation from active duty. <p>(Refer to individual fact sheets concerning each award for specific eligibility requirements and award amounts.)</p>
<p>4. How does a student apply for a Bright Futures award?</p>	<p>To be considered for an award from the Bright Futures Program, a student must complete a <i>Florida Financial Aid Application</i> by spring graduation. The same application form is used regardless of the award the student is seeking. The form may be completed on-line at www.FloridaStudentFinancialAid.org or by submitting a hardcopy application to the Florida Department of Education, Office of Student Financial Assistance at the address contained in the application. A hard copy application may be printed from the Florida Student</p>

Bright Futures Scholarship Program

	Financial Aid website or obtained from a high school guidance counselor.
5. How much funding has been provided?	\$275,989,784 was provided in FY 2004-05 for 127,722 (estimated) awards.
6. Where can a student use a Bright Futures award?	<p>Students who receive a Bright Futures scholarship may enroll in any eligible Florida public or private, independent postsecondary vocational-technical institution, community college, or university.</p> <p>A list of eligible institutions is available at the Department of Education's website with a link to Bright Futures. (See Question 7)</p>
7. What are the applicable statutes and rules?	Sections 1009.53 - 1009.538, F.S. -- Bright Futures Scholarship Program
8. Where can I get additional information?	<p>A high school guidance counselor</p> <p>Department of Education Office of Student Financial Assistance 1-888-827-2004 (toll-free) (850) 410-5200 www.fldoe.org www.FloridaStudentFinancialAid.org</p> <p>Florida House of Representatives Education Council (488-7451)</p>



Education Council

Bright Futures Scholarship Program -- Florida Academic Scholars Award

Fact Sheet

January 2005

1. What is the Florida Academic Scholars Award?	The Florida Academic Scholars Award is one of three awards available to Florida high school graduates through the Florida Bright Futures Scholarship Program. (Refer to the Bright Futures Scholarship Program Fact Sheet.)
2. What is the award amount?	A student who attends a public institution is eligible for an award equal to the amount required to pay tuition, fees (including lab fees up to \$300 per semester), and \$600 for college-related expenses annually. A student who attends a nonpublic institution is eligible for an award equal to the amount that would be required to pay for the average tuition and fees of a public postsecondary education institution at the comparable level, plus the annual \$600 for college-related expenses. A student may also be eligible for an additional \$1,500 if he or she is rated as the school district's highest-ranking scholar.
3. What are the general eligibility criteria for a Bright Futures Award?	<p>A student must meet the following general criteria to be considered for an award under the Bright Futures Scholarship Program:</p> <ul style="list-style-type: none">• complete a Florida Financial Aid Application• be a Florida resident• earn a Florida high school diploma, or the equivalent• enroll in an eligible Florida postsecondary education institution for at least 6 credit hours per semester• not have been found guilty of, or entered a plea of nolo contendere to, a felony charge• commence using the award within 3 years of graduation. For students who enlist in the U.S. Armed Forces immediately after completion of high school, the 3-year eligibility period for initial awards begins upon the date of separation from active duty.
4. What are the specific eligibility requirements for the Florida Academic Scholars Award?	<p>In addition to meeting the general eligibility criteria for a Bright Futures Award (See Question 3), a student must meet the following criteria to be considered for an Academic Scholars Award:</p> <ul style="list-style-type: none">• achieve a 3.5 weighted GPA using the 15 core credits required for admission to a state university;• perform 75 hours of community service; and

BFSP -- Florida Academic Scholars Award

	<ul style="list-style-type: none"> • score a 1270 SAT or 28 ACT (best composite score).
5. What are the 15 core credits on which the GPA calculation is based?	<ul style="list-style-type: none"> • 4 English (3 with substantial writing) • 3 Mathematics (Algebra I and above) • 3 Natural Science (2 with substantial lab requirements) • 3 Social Science (any) • 2 Foreign Language (in the same language) <p>A student may use up to 3 additional credits from courses in the academic areas listed above and/or Advanced Placement (AP) or International Baccalaureate (IB) fine arts courses to raise his or her GPA.</p>
6. How are courses weighted for the GPA calculation?	<p>Current law requires the weighting of grades earned in selected courses for purposes of calculating the GPA used to determine eligibility for a Bright Futures award.</p> <p>Additional weight of no more than 0.5 points per course is given to the following:</p> <ul style="list-style-type: none"> • courses identified in the course code directory as AP, Pre-IB, or IB; • courses designated as academic dual enrollment courses in the statewide course numbering system; and • other courses identified by the Department of Education as containing rigorous academic and performance standards. <p>For example, if a student earns an "A" in a regular course, 4.0 quality points are awarded. If the 'A' is earned in a course in one of the above categories, 4.5 quality points are awarded, thus giving additional weight to more rigorous courses.</p>
7. Are there other ways to qualify for an Academic Scholars Award?	<p>Yes. A student who performs 75 hours of community service and falls into one of the following categories may qualify for an Academic Scholars Award:</p> <ul style="list-style-type: none"> • National Merit Scholar or Finalist, National Achievement Scholar or Finalist, or National Hispanic Scholar; • International Baccalaureate Diploma recipient; • student has completed the IB curriculum and scores a 1270 SAT or 28 ACT; • student has received a GED with best composite score of 1270 SAT or 28 ACT and has a 3.5 weighted GPA in the 15 core credits; • student is enrolled full time in an Early Admissions Program with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in curriculum courses completed; • student has attended a home education program, registered with the district, during grades 11 and 12 and

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	scores a 1270 SAT or 28 ACT.
8. What are the renewal criteria for an Academic Scholars Award?	To renew the Academic Scholars Award, a student must earn a 3.0 cumulative GPA and earn at least six credit hours per semester funded. An Academic Scholars Award recipient with a 2.75 - 2.99 cumulative college GPA and six credit hours per semester funded may renew as a Florida Medallion Scholar.
9. What are the applicable statutes and rules?	Sections 1009.53 - 1009.538, F.S. -- Bright Futures Scholarship Program
10. Where can I get additional information?	<p>A high school guidance counselor</p> <p>Florida Department of Education Office of Student Financial Assistance (850) 410-5200 Student Hotline: (888) 827-2004 (toll free) www.fldoe.org www.FloridaStudentFinancialAid.org</p> <p>Florida House of Representatives Education Council (488-7451)</p>



Education Council

Bright Futures Scholarship Program -- Florida Medallion Scholars Award

Fact Sheet

January 2005

1. What is the Medallion Scholars Award?	The Florida Medallion Scholars Award is one of three awards available to Florida high school graduates through the Florida Bright Futures Scholarship Program. (Refer to the Bright Futures Scholarship Program Fact Sheet.)
2. What is the award amount?	A student who attends a public institution is eligible for an award equal to the amount required to pay 75% of tuition and fees (including lab fees up to \$300 per semester). A student who attends a nonpublic institution is eligible for an award equal to the amount that would be required to pay for 75% of the average tuition and fees of a public postsecondary education institution at the comparable level.
3. What are the general eligibility criteria for a Bright Futures award?	<p>A student must meet the following general criteria to be considered for an award under the Bright Futures Scholarship Program:</p> <ul style="list-style-type: none"> • complete a Florida Financial Aid Application • be a Florida resident • earn a Florida high school diploma, or the equivalent • enroll in an eligible Florida postsecondary education institution for at least 6 credit hours per semester • not have been found guilty of, or entered a plea of nolo contendere to, a felony charge • commence using the award within 3 years of graduation. For students who enlist in the U.S. Armed Forces immediately after completion of high school, the 3-year eligibility period for initial awards begins upon the date of separation from active duty.
4. What are the specific eligibility requirements for the Florida Medallion Scholars Award?	<p>In addition to meeting the general eligibility criteria for a Bright Futures Award (See Question 3), a student must meet the following criteria to be considered for a Medallion Scholars Award:</p> <ul style="list-style-type: none"> • achieve a 3.0 weighted GPA using the 15 core credits required for admission to a state university, and • score a 970 SAT or 20 ACT (best composite score).
5. What are the 15 core credits on which the GPA	<ul style="list-style-type: none"> • 4 English (3 with substantial writing) • 3 Mathematics (Algebra I and above) • 3 Natural Science (2 with substantial lab)

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calculation is based?	<ul style="list-style-type: none"> • 3 Social Science (any) • 2 Foreign Language (in the same language) <p>A student may use up to 3 additional credits from courses in the academic areas listed above and/or Advanced Placement (AP) or International Baccalaureate (IB) fine arts courses to raise his or her GPA.</p>
6. How are courses weighted for the GPA calculation?	<p>Current law requires the weighting of grades earned in selected courses for purposes of calculating the GPA used to determine eligibility for a Bright Futures award.</p> <p>Additional weight, of no more than 0.5 points per course, is given to the following:</p> <ul style="list-style-type: none"> • courses identified in the course code directory as AP, Pre-IB, or IB; • courses designated as academic dual enrollment courses in the statewide course numbering system; and • other courses identified by the Articulation Coordinating Committee as containing rigorous academic and performance standards. <p>For example, if a student earns an "A" in a regular course, 4.0 quality points are awarded. If the 'A' is earned in a course in one of the above categories, 4.5 quality points are awarded, thus giving additional weight to more rigorous courses.</p>
7. Are there other ways to qualify for a Medallion Scholars Award?	<p>Yes. A student who falls into one of the following categories may qualify for a Medallion Scholars Award:</p> <ul style="list-style-type: none"> • National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service; • student has completed the IB Curriculum and scored a best composite 970 SAT or 20 ACT; • student has attended a home education program, registered with the district, during grades 11 and 12 and scored a best composite 1070 SAT or 23 ACT; • student has received a GED with a best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the 15 core credits; • student is enrolled in an Early Admissions Program with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in curriculum courses completed.
8. What are the renewal criteria for a Medallion Scholars Award?	<p>To renew the Medallion Scholars Award, a student must maintain a 2.75 cumulative GPA and earn at least six credit hours per semester funded.</p>

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9. What are the applicable statutes and rules?	Sections 1009.53 - 1009.538, F.S. -- Bright Futures Scholarship Program
10. Where can I get additional information?	<p>A high school guidance counselor</p> <p>Department of Education Office of Student Financial Assistance (850) 410-5160 Student Hot Line: (888) 827-2004 (toll-free) www.fldoe.org www.FloridaStudentFinancialAid.org</p> <p>Florida House of Representatives Education Council (488-7451)</p>



Education Council

Bright Futures Scholarship Program -- Florida Gold Seal Vocational Scholars Award

Fact Sheet

January 2005

1. What is the Gold Seal Vocational Scholars Award?	The Florida Gold Seal Vocational Scholars Award is one of three awards available to Florida high school graduates through the Florida Bright Futures Scholarship Program. (Refer to the Bright Futures Scholarship Program Fact Sheet.)
2. What is the award amount?	A student who enrolls in a public institution is eligible for an award equal to the amount required to pay 75% of tuition and fees (including lab fees up to \$300 per semester). A student who enrolls in a nonpublic institution is eligible for an award equal to the amount that would be required to pay 75% of the average tuition and fees of a public institution at the comparable level.
3. What are the general eligibility criteria for a Bright Futures Award?	<p>A student must meet the following general criteria to be considered for an award under the Bright Futures Scholarship Program:</p> <ul style="list-style-type: none"> • complete a Florida Financial Aid Application • be a Florida resident • earn a Florida high school diploma, or the equivalent • enroll in an eligible Florida postsecondary education institution for at least 6 credit hours per semester • not have been found guilty of, or entered a plea of nolo contendere to, a felony charge • commence using the award within 3 years of graduation. For students who enlist in the U.S. Armed Forces immediately after completion of high school, the 3-year eligibility period for initial awards begins upon the date of separation from active duty.
4. What are the specific eligibility requirements for the Florida Gold Seal Vocational Scholars Award?	<p>In addition to meeting the general eligibility criteria for a Bright Futures Award (See Question 3), a student must meet the following criteria to be considered for a Gold Seal Vocational Scholars Award:</p> <ul style="list-style-type: none"> • achieve a 3.0 weighted GPA using the core credits required for graduation; • achieve a 3.5 unweighted GPA in a minimum of three sequential secondary school career in one vocational program credits • earn the minimum score on each subsection of the CPT,

BFSP -- Florida Gold Seal Vocational Scholars Award

	<p>SAT, or ACT. Subsections of the SAT, ACT, or CPT from different test dates may be combined to meet criteria.</p> <p>CPT: Reading 83; Sentence Skills 83; Algebra 72</p> <p><u>or</u></p> <p>SAT: Verbal 440; Math 440</p> <p><u>or</u></p> <p>ACT: English 17; Reading 18; Math 19</p>
<p>5. What are the core credits on which the GPA calculation is based?</p>	<p>For students who pursue the traditional 4-year 24-credit high school graduation option:</p> <ul style="list-style-type: none"> • 4 English • 3 Mathematics • 3 Natural Science • 3 Social Science • 1 Practical Arts; or 1 Performing Arts; or $\frac{1}{2}$ credit in each • $\frac{1}{2}$ Personal Fitness • $\frac{1}{2}$ Physical Education • $\frac{1}{2}$ Life Management Skills <p>For students who pursue the 3-year accelerated college preparatory high school graduation option or the 3-year accelerated career preparatory option:</p> <ul style="list-style-type: none"> • 4 English • 3 Mathematics • 3 Natural Science • 3 Social Science • 2 Foreign Language <p>(Refer to the High School Graduation Requirements Fact Sheet for specific course requirements within each discipline.)</p>
<p>6. How are courses weighted for the GPA calculation?</p>	<p>Current law requires the weighting of grades earned in selected courses for purposes of calculating the GPA used to determine eligibility for a Bright Futures award.</p> <p>Additional weight, of no more than 0.5 points per course, is given to the following:</p> <ul style="list-style-type: none"> • courses identified in the course code directory as AP, Pre-IB, or IB; • courses designated as academic dual enrollment courses in the statewide course numbering system; and • other courses identified by the Articulation Coordinating Committee as containing rigorous academic and performance standards. <p>For example, if a student earns an "A" in a regular course, 4.0</p>

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	quality points are awarded. If the "A" is earned in a course in one of the above categories, 4.5 quality points are awarded, thus giving additional weight to more rigorous courses.
7. What are the renewal criteria for the Gold Seal Vocational Scholars Award?	To renew the Gold Seal Vocational Scholars Award, a student must maintain a 2.75 cumulative GPA and earn at least six credit hours per semester funded. A Gold Seal Scholar may also renew as a Florida Medallion Scholar with a 2.75 cumulative college GPA and at least six credit hours per semester funded.
8. What are the applicable statutes and rules?	Sections 1009.53 - 1009.538, F.S. -- Bright Futures Scholarship Program
9. Where can I get additional information?	<p>A high school guidance counselor</p> <p>Department of Education Office of Student Financial Assistance (850) 410-5160 Student Hotline: (888) 827-2004 (toll-free) www.fldoe.org www.FloridaStudentFinancialAid.org</p> <p>Florida House of Representatives Education Council (488-7451)</p>



Education Council

Florida Student Assistance Grant Program (FSAG)

Fact Sheet

January 2005

1. What is the Florida Student Assistance Grant Program?	The Florida Student Assistance Grant (FSAG) Program consists of three state-funded financial assistance programs that are available to undergraduate students who demonstrate financial need.
2. Who is eligible to receive a Florida Student Assistance Grant?	<p>A student must meet the following general criteria to be considered for a Florida Student Assistance Grant:</p> <ul style="list-style-type: none">• be a Florida resident.• apply for a Federal Pell Grant by completing the Free Application for Federal Student Aid.• demonstrate a minimum financial need of \$200.• be a degree-seeking student.• enroll at an eligible Florida postsecondary education institution for a minimum of 12 credits per term (disabled students and students enrolled in public institutions may be eligible to enroll on a part-time basis).• maintain a 2.0 cumulative grade point average while enrolled at an eligible postsecondary education institution.
3. What are the three financial assistance programs that comprise the FSAG Program?	The FSAG Program is comprised of the following three programs: the Florida Public Student Assistance Grant Program, the Florida Private Student Assistance Grant Program, and the Florida Postsecondary Student Assistance Grant Program. Each program is funded separately.
4. Where can a student use a Florida Student Assistance Grant?	<p>Each of the three programs that make up the FSAG Program can only be used at certain postsecondary education institutions.</p> <ul style="list-style-type: none">• Students who receive a Florida Public Student Assistance Grant must enroll at a Florida state university or community college.• Students who receive a Florida Private Student Assistance Grant must enroll at a SACS-accredited independent nonprofit college or university located in and chartered by Florida that offers baccalaureate degrees.• Students who receive a Florida Postsecondary Student Assistance Grant must enroll at a private nursing diploma school located in Florida or an independent college or university located in Florida that is licensed by the Commission on Independent Education and that does not qualify for the Florida Private Student Assistance Grant Program.

Florida Student Assistance Grant Program

<p>5. What is the award amount for the FSAG?</p>	<p>Each award is based on a student's demonstrated unmet need. Priority in distribution of grant money is given to students with the lowest total family resources.</p> <p>The award amount for the Florida <i>Public</i> Student Assistance Grant ranges from \$200 to the average cost of tuition and registration fees for 30 credit hours at state universities or is an amount specified in the General Appropriations Act. The award amount for the Florida <i>Private</i> Student Assistance Grant and the Florida <i>Postsecondary</i> Student Assistance Grant ranges from \$200 to the average cost of tuition and registration fees for 30 credit hours at state universities plus \$1,000 or is an amount specified in the General Appropriations Act.</p> <p>The 2004-2005 General Appropriations Act provides \$90,605,629 for the FSAG program and specifies that the maximum award amount for any of the three programs is \$1,592.</p>
<p>6. Are part-time students eligible for the FSAG?</p>	<p>Yes. Legislation signed into law in 2002 allows students attending state universities and community colleges to be eligible for the Florida Public Student Assistance Grant if enrolled in a minimum of 6 semester credit hours. Students receiving the Private and Postsecondary student assistance grants must be enrolled full-time.</p>
<p>7. What are the applicable statutes and rules?</p>	<p>Section 1009.50, F.S. -- Florida Public Student Assistance Grant. Section 1009.51, F.S. -- Florida Private Student Assistance Grant. Section 1009.52, F.S. -- Florida Postsecondary Student Assistance Grant.</p> <p>Rules 6A-20.031 - 6A-20.033, F.A.C. -- Florida Student Assistance Grant Program.</p>
<p>8. Where can I get additional information?</p>	<p>Florida Department of Education Office of Student Financial Assistance (850) 410-5160 Student Hotline: (888) 827-2004 (toll-free) www.FloridaStudentFinancialAid.org</p> <p>Florida House of Representatives Education Council (488-7451)</p>



Education Council

Florida Resident Access Grant (FRAG)

Fact Sheet

January 2005

1. What is the Florida Resident Access Grant?	The William L. Boyd, IV, Florida Resident Access Grant (FRAG) is a tuition assistance program for students registered at eligible independent, nonprofit colleges or universities in Florida. The Office of Student Financial Assistance within the Department of Education (DOE) oversees the program.
2. Who is eligible to receive an award?	Florida residents who enroll full-time as degree-seeking undergraduates at selected independent colleges and universities in the state may be eligible to receive FRAG. Students enrolled in a theology or divinity program are <i>not</i> eligible to receive a grant. Eligible students must maintain a minimum GPA of 2.0 on a 4.0 scale. A student may receive the award for a maximum of nine semesters. The award is not need-based.
3. Where can a student use FRAG?	A student must attend an independent, nonprofit, 4-year SACS-accredited institution that is located in and chartered by the State of Florida and has a secular purpose.
4. How does a student apply for the FRAG?	A student applies for the FRAG at the institution the student plans to attend. The deadline for applying for the award is established by each participating institution.
5. What is the award amount?	The maximum amount that can be awarded is specified in the General Appropriations Act. The maximum award amount for 2004-2005 is capped at \$2,369.17. The actual award amount is based on the overall amount appropriated by the Legislature for the program and the total number of eligible students. A total of \$79,841,350 was appropriated for 2004-2005.
6. What are the applicable statutes and rules?	Section 1009.89, F.S. -- Florida Resident Access Grant. Rule 6A-20.007, F.A.C. -- Florida Resident Access Grants.
7. Where can I get additional information?	Florida Department of Education Office of Student Financial Assistance Student Hotline: (888) 827-2004 (toll free) www.FloridaStudentFinancialAid.org Florida House of Representatives Education Council (488-7451)



Education Council

Prepaid College Board Programs

Fact Sheet

January 2005

<p>1. What programs are available from the State of Florida to assist families in planning and saving for a college education?</p>	<p>The State of Florida offers two programs - the Florida Prepaid College Plan and the Florida College Investment Plan - to assist families in planning and saving for a college education. Both plans are administered by the Florida Prepaid College Board.</p>
<p>2. What is the Florida Prepaid College Plan?</p>	<p>The Florida Prepaid College Plan (Florida Prepaid/Prepaid Plan) allows Floridians to purchase prepayment contracts for postsecondary education that lock in many of the costs associated with postsecondary attendance at the time the contract is purchased. As of August 1, 2004, a total of 974,431 Florida Prepaid Plans have been purchased statewide, and enrollment is growing.</p>
<p>3. What types of plans are available through Florida Prepaid?</p>	<p>Florida Prepaid offers tuition plans, local fee plans, and dormitory plans.</p> <p>There are three types of tuition plans:</p> <ul style="list-style-type: none"> • The Four-Year University Tuition Plan covers the registration fees associated with 120 undergraduate semester credit hours of enrollment in a state university in Florida. • The 2 + 2 Tuition Plan covers the registration fees associated with 60 semester credit hours of enrollment in a community college and 60 undergraduate semester credit hours of enrollment at a state university in Florida. • The Two-Year Community College Tuition Plan covers the registration fees associated with 60 semester credit hours of enrollment in a community college. <p>Registration fees are defined in law to include tuition, building, capital improvement, and student financial aid fees.</p> <p>There are also three types of local fee plans which may only be purchased in conjunction with the corresponding tuition plan:</p> <ul style="list-style-type: none"> • The Four-Year University Local Fee Plan covers the local fees associated with 120 undergraduate semester credit hours of enrollment in a state university in Florida. (The local fees covered by the plan include the student activity and service, athletic, and health fees.) • The 2 + 2 Local Fee Plan covers the local fees associated

Prepaid College Board Programs

	<p>with 60 semester credit hours of enrollment in a community college (student activity and technology fees) and 60 undergraduate semester credit hours of enrollment at a state university in Florida (student activity and service, athletic, and health fees.)</p> <ul style="list-style-type: none"> The Two-Year Community College Local Fee Plan covers the student activity and technology fees associated with 60 semester credit hours of enrollment in a community college. <p>Dormitory plans cover the dormitory fees associated with residence in a standard, double-occupancy, air-conditioned room on a state university campus and may only be purchased in conjunction with a four-year state university or a 2 + 2 tuition plan. The universities determine which dorms are designated for Florida Prepaid students; not all dorms are offered. The dormitory plans are available in one-year (two semesters) increments.</p>
4. Who can purchase a contract for a named beneficiary?	<p>Anyone over the age of 18 may purchase a contract — a parent, a grandparent, business, trust, church, or organization. The account owner does not have to live in Florida or be related to the beneficiary (the child). However, the account owner and beneficiary must be U.S. citizens or resident aliens.</p>
5. Are there restrictions governing the beneficiary of a contract?	<p>Yes. A contract beneficiary (the child) must be:</p> <ul style="list-style-type: none"> a Florida resident OR a nonresident whose non-custodial parent is a Florida resident at the time of the contract purchase. <p>A beneficiary of a tuition contract must be in the eleventh grade or lower at the time of the contract purchase.</p> <p>The beneficiary of a local fee contract or a dormitory contract must be in the eighth grade or lower at the time the contract is purchased.</p>
6. How is a contract purchased?	<p>Families may sign up for the Florida Prepaid College Plan online at www.florida529plans.com. The Enrollment Kit and application can also be printed from the Board Web site (www.florida529plans.com) or requested by calling 1-800-552-GRAD. There is a required non-refundable \$50 application fee. Contracts must be purchased during the enrollment period, usually October through January of each year.</p>
7. What types of payment plans are available	<p>There are three types of payment options: a single, lump-sum payment; a monthly payment plan providing for equal payments each month until October of the year the child enters college; or the five-year installment plan of 55 equal monthly</p>

Prepaid College Board Programs

	<p>payments. The five-year plan is only available for students who are in eighth grade or lower at the time of purchase. Payments can be made via automatic withdrawal from a checking or savings account or through payroll deduction, if offered by the employer. NOTE: The State of Florida offers payroll deduction for the Florida Prepaid College Plan.</p>
8. How do prepaid benefits work at a public institution in Florida?	<p>The state locks in the basic cost of registration fees, local fees, and dormitory housing at the time of the purchase of the contract. When the beneficiary enrolls in a public postsecondary institution, the state pays for the fees covered in the contract, regardless of the actual cost of those fees at the time of attendance.</p>
9. How do prepaid benefits work at a private, in-state institution?	<p>The prepaid plan allows the use of benefits at regionally accredited, not-for-profit private colleges and universities in Florida. If a student decides to enroll in an eligible private institution, Florida Prepaid will transfer to that institution an amount not to exceed the redemption value of the contract at a state postsecondary institution.</p>
10. Can prepaid benefits be used at an out-of-state institution?	<p>Yes. A student may use prepaid benefits at an eligible out-of-state college or university. The out-of-state institution must be regionally accredited, not for profit, and confer degrees. Florida Prepaid will transfer to that institution an amount not to exceed the redemption value of the contract at a state postsecondary institution.</p>
11. Can prepaid benefits be used to obtain an applied technology diploma or a vocational certificate?	<p>Yes. A student may use prepaid benefits to obtain an applied technology diploma or a vocational certificate at a vocational-technical center or community college in Florida. Florida Prepaid will transfer to the vocational-technical center or community college an amount that does not exceed the redemption value of the original contract at a state postsecondary institution. If the cost of the fees charged by the vocational - technical center or community college is less than the cost of the fees charged by a state postsecondary education institution, the amount transferred may not exceed the actual cost of the fees charged by the institution.</p>
12. Are there any tax benefits associated with the Florida Prepaid College Plan?	<p>Yes. Earnings generated from a contract purchased under the Florida Prepaid College Plan are completely tax-free. This means that the beneficiary no longer pays tax on disbursements from a prepaid contract.</p> <p>The law allowing federal tax-free qualified withdrawals is set to expire on December 31, 2010, and may or may not be extended. If the law is not extended, the earnings will be taxable to the beneficiary (student).</p>

<p>13. What happens if a beneficiary receives a scholarship such as Bright Futures?</p>	<p>If the beneficiary of a prepaid contract receives a scholarship, the contract benefits are provided for in the following manner:</p> <ul style="list-style-type: none"> • If the scholarship received does not require award moneys to be used for registration fees, then the prepaid contract benefits will be used for such purposes. The scholarship recipient may receive the proceeds from the scholarship to use for other educational expenses. This is the process used for a student who is the beneficiary of a prepaid contract and who also receives a Bright Futures scholarship. The prepaid benefits pay the fees for which the contract was purchased, and the student still receives the full value of the Bright Futures award amount to pay for any remaining educational expenses, such as books or living expenses. • If the scholarship received must be used for payment of registration fees for which the prepaid benefits are intended, the scholarship is used for such purposes. Moneys paid for the prepaid contract will be <i>refunded</i> to the account owner in semester installments, coinciding with semesters in which the beneficiary is enrolled in a postsecondary institution, in an amount not exceeding current rates at a state postsecondary institution. <p>In either instance, the account owner also has the option to transfer the contract to a brother, sister or first cousin of the original beneficiary, or a grandchild of the account owner.</p>
<p>14. Are there any other conditions under which an account owner may receive a refund?</p>	<p>Yes. An account owner may cancel the plan and withdraw his or her money at any time for any reason or the Board may cancel the plan if the account owner fails to make the required payments. The account owner is refunded only the amount paid into the contract, without any interest earnings. The account owner is charged a \$50 cancellation fee, if the account has been open for less than two years.</p> <p>Conversion from one plan to another: In the event a prepaid plan is converted to a plan of a lesser value, the purchaser is entitled to a refund equal to the difference in what was paid for the original contract and what would have been paid had the lesser contract been purchased in the beginning. The beneficiary must notify the board prior to changing plans in order to be eligible for a refund.</p> <p>Death or Disability:</p>

Prepaid College Board Programs

	In the event of a death or total disability of the beneficiary, the account owner will be refunded the redemption value of the contract at a state postsecondary institution at the time the plan is cancelled.
15. Can a prepaid contract be purchased without naming a beneficiary?	<p>In most cases, no.</p> <p>A contract may be purchased without naming a beneficiary if purchased through the Florida Prepaid College Foundation, the 501(c)(3) direct support organization for the Florida Prepaid College Board. The Foundation provides a tax-deductible opportunity for businesses, community groups and individuals to purchase prepaid college scholarships for Florida children. The Foundation also administers Project STARS, a scholarship program for low-income, at-risk children, funded by private donations and matching funds from the Florida Legislature. In order to be eligible to receive a Project STARS scholarship, a student must meet certain economic and academic requirements and must remain drug-free and crime-free.</p> <p>Certain organizations may also purchase contracts directly during the enrollment period for scholarships without naming a beneficiary. Eligible organizations must be 501(c)(3) organizations and must operate a scholarship program that has been approved by the Prepaid Board. The purchasing organization chooses the beneficiary (the scholarship recipient).</p>
16. Is the contract financially guaranteed?	Yes. The Florida Prepaid College Plan is financially guaranteed by the State of Florida.
17. Does Florida offer families another way to save for college?	<p>Yes. The Florida Prepaid College Board recently introduced a new 529 college savings plan that gives families another way to save for college. The Florida College Investment Plan complements the Florida Prepaid College Plan.</p> <p>The features of the Florida College Investment Plan include:</p> <ul style="list-style-type: none"> • No residency requirement. • No age restrictions, so an investor can open an account for adults as well as children. • Can be used for any qualified college expense. • Can be used at thousands of colleges nationwide. • As with the current Prepaid Plan, the earnings on qualified withdrawals are completely tax-free.* • Five investment options; no commissions or sales charges. • Unlike the Prepaid Plan, the Florida College Investment Plan is <i>not</i> guaranteed by the State of Florida. Principal

Prepaid College Board Programs

	<p>and investment returns will fluctuate. An investor could lose all or a portion of the money invested in the Florida College Investment Plan and may not have enough money to cover the qualified higher education expenses of the beneficiary (student).</p> <p>* The law allowing federal tax-free qualified withdrawals is set to expire on December 31, 2010, and may or may not be extended. If the law is not extended, the earnings will be taxable to the beneficiary (student).</p>
18. Is participation in BOTH the Florida Prepaid College Plan and the Florida College Investment Plan permitted?	<p>Yes. Participation in one does not limit participation in the other.</p> <p>In fact, the plans are designed to complement one another. The Prepaid Plan pays for certain qualified higher education expenses - registration fees, local fees, and dormitory expenses depending on which contracts are purchased.</p> <p>Distributions from the Investment Plan may be used for any qualified higher education expenses, including those not covered by the Prepaid Plan, such as books, supplies, equipment required for enrollment or attendance, and off-campus housing and food for students who are at least half-time.</p> <p>As required by the 529 IRS laws, the Prepaid College Board has established a maximum contribution amount of \$287,000 for participation in both plans.</p>
19. What are the applicable statutes and rules?	<p>Part IV, Ch. 1009, F.S. -- Prepaid College Board Programs.</p> <p>Subtitle 19B, F.A.C. -- Florida Prepaid College Board.</p>
20. Where can I get additional information?	<p>Florida Prepaid College Board 1-800-552-GRAD (4723) www.florida529plans.com</p> <p>Florida House of Representatives Education Council (488-7451)</p>



1. What is the State Employee Fee Waiver Program?	The State Employee Fee Waiver Program allows state employees to receive tuition and fee waivers for up to 6 credit hours of courses per term, on a space-available basis, at any of Florida's state universities or community colleges.
2. Who is eligible to participate in the fee waiver program?	All state employees, except for those employed by a state university, are eligible to participate in the tuition and fee waiver program. Approval by an employee's agency head or equivalent is required. Employees of state universities were excluded from this program because these institutions already provide a similar tuition and fee waiver program for their employees.
3. What fees does the state employee fee waiver cover?	<p>The fee waiver program covers all the costs associated with enrollment in a university or community college course. This includes tuition and all other fees required by law.</p> <p>Costs associated with textbooks or other class materials are the responsibility of the employee unless otherwise waived by the institution or paid for by the employee's agency.</p>
4. What are the requirements of employees wishing to participate in the program?	A state employee wishing to enroll in a course at a state university or community college must wait to register for the course until after the institution's official "drop/add" period. Space availability is determined by the institution at that time. The employee must follow the established policies of the university or community college in registering for the course. The Comptroller, in cooperation with the community colleges and state universities, must identify and implement ways to ease the administrative burdens on the institutions, including easier access to verify state employment.
5. What are the applicable statutes and rules?	Section 1009.265, F.S. -- State employee fee waivers.
6. Where can I get additional information?	<p>Florida Department of Management Services Division of Human Resource Management (850) 922-5449</p> <p>Agency Personnel Office of the state university or community college in which the student wishes to enroll</p> <p>Florida House of Representatives Education Appropriations Committee (850) 488-6204</p>

State Employee Fee Waivers

	Florida House of Representatives Education Council (488-7451)
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Education Acronyms

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
A&P Employees	Administration and Professional Employees
A&S Fee	Activity and Service Fee
AA Degree	Associate in Arts Degree
AAS Degree	Associate in Applied Science Degree
ABET	Accreditation Board for Engineering and Technology
ABHES	Accrediting Bureau of Health Education Schools
ACCET	Accrediting Council for Continuing Education and Training
ACCST	Accrediting Commission of Career Schools and Colleges of Technology
ACE	American Council on Education
ACE of Florida	Adult & Community Educators of Florida
ACEHSA	Accreditation Commission on Education for Health Services Administration
ACICS	Accrediting Council for Independent Colleges & Schools
ACT	American College Testing Program
ADA	Americans with Disabilities Act
AP	Advanced Placement Program
AICE	Advanced International Certificate of Education Program
AIP	Academic Improvement Plan
AS Degree	Associate in Science Degree
ASL	American Sign Language
AWI	Agency for Workforce Innovation
BEST	Better Educated Students and Teachers (Career ladder)
BEST	Business and Education in School Together
BOG	Board of Governors

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
BOR	Board of Regents (replaced by Board of Governors)
BSA	Base Student Allocation
CCPF	Community College Program Fund
CCS	Community College System
CDA	Child Development Associate
CEPRI	Council for Education Policy Research and Improvement (replaced Postsecondary Education Planning Commission)
CEU	Continuing Education Unit
C.F.R.	Code of Federal Regulations
CIE	Commission for Independent Education
CITF	Capital Improvement Trust Fund
CLAST	College Level Academic Skills Test
CLEP	College Level Examination Program
CM	Chancellor's Memorandum
CO&DS	Capital Outlay and Dept Service
COPS	Certificates of Participation
CPT	College Placement Test
CROP	College Reach-out Program
CWE	Continuing Workforce Education
DCA	Department of Community Affairs
DCD	District Cost Differential
DCF	Department of Children and Families
DJJ	Department of Juvenile Justice
DOE	Department of Education

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
DOR	Department of Revenue
DOT	Department of Transportation
DPS	Division of Public Schools
DRS	Developmental Research Schools
DSO	Direct Support Organization
ECS	Education Commission of the States
EDUCATE 2000	Educators Developing Unequaled Competence Act: Teaching Excellence 2000
EEO	Equal Employment Opportunity
E & G	Education and General Budget
EIG	Effort Index Grant Fund
EKG	Electrocardiogram
EP	Education Plan
ESE	Exceptional Student Education
ESOL	English for Speakers of Other Languages
F.S.	Florida Statutes
F.A.C.	Florida Administrative Code
FACC	Florida Association of Community Colleges
FACTS	Florida Academic Counseling & Tracking for Students
FADIMA	Florida Association of District Instructional Materials Administrators
FAPE	Free Appropriate Public Education
FAPSC	Florida Association of Postsecondary Schools & Colleges
FASLTA	Florida American Sign Language Teacher's Association
FCAT	Florida Comprehensive Assessment Test

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
FCCS	Florida Community College System
FCO	Fixed Capital Outlay
FEC	Florida Education Center
FEFP	Florida Education Finance Program
FETPIP	Florida Education and Training Placement Information Program
FHSAA	Florida High School Athletic Association
FIRN	Florida Information Resource Network
FISH	Florida Inventory of School Houses
FLVS	Florida Virtual School
FRAG	Florida Resident Access Grant
FSA	Florida Student Association
FSAG	Florida Student Assistance Grant
FSP	Family Support Plan
FTE (faculty)	Full-Time Equivalent Faculty
FTE (enrollment)	Full-time equivalent enrollment
FTIC	First time in college
FY	Fiscal Year
GAA	General Appropriations Act
GED	General Education Development
GPA	Grade Point Average
IB	International Baccalaureate Program
IBO	International Baccalaureate Office (Switzerland)
ICUF	Independent Colleges & Universities of Florida

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
IFAS	Institute of Food and Agricultural Sciences, a division of the University of Florida
IMC	Instructional Materials Committee
ITP	Interpreter Training Program
LEP	Limited English Proficiency
L.O.F.	Laws of Florida
LRE	Least Restrictive Environment
META	Multi-Cultural Education Training Advocacy, Inc
NAEP	National Assessment of Educational Progress
NBPTS	National Board for Professional Teaching Standards
NCAA	National Collegiate Athletic Association
NCES	National Center for Education Statistics
NCLB	Federal No Child Left Behind Act
NORAD	North American Air Defense
OPPAGA	Office of Program Policy Analysis and Governmental Accountability
OPS	Other Personal Services
OSP	Opportunity Scholarship Program
P.E.	Physical Education
PECO	Public Education Capital Outlay
PEPC	Postsecondary Education Planning Commission (replaced by Counsel for Education Policy Research and Improvement)
PSAV	Postsecondary Adult Vocational
RLE	Required Local Effort

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
R.O.T.C.	Reserve Officer Training Corps
SAC	School Advisory Counsel
SACS	Southern Association of Colleges and Schools
SAI	Supplemental Academic Instruction
SAT	Scholastic Aptitude Test
SBCC	State Board of Community Colleges (replaced by State Board of Education)
SBE	State Board of Education.
SBICU	State Board of Independent Colleges & Universities (replaced by Commission for Independent Education)
SBNCE	State Board of Nonpublic Career Education (replaced by Commission for Independent Education)
SCH	Student Credit Hour
SDBA	Site-Determined Baccalaureate Degree Access
SESIR	School Environmental Safety Incident Reporting System
SFO	Scholarship Funding Organizations
SGA	Student Government Association
SIP	School Improvement Plan
SIT	School Infrastructure Thrift Program
SMART Schools	Soundly-Made, Accountable, Reasonable and Thrifty Schools
SREB	Southern Regional Education Board
SUS	State University System of Florida
TANF	Temporary Assistance for Needy Families
TCA	Temporary Cash Assistance

EDUCATION ACRONYMS

<u>ACRONYM</u>	<u>DEFINITION</u>
TIPS	Truancy Intervention Programs Sweeps
UPK	Universal Pre-Kindergarten
U.S.C.	United States Code
USDOE	United States Department of Education
VPK	Voluntary Prekindergarten Education Program
WDEF	Workforce Development Education Fund Darren

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